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JUNE, 1909

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The Library Journal

Vol. 34. No. 6. JUNE, 1909

Contents

| | PAGE | | PAGE |
|---|--------------|--|------|
| SAMUEL SWETT GREEN | Frontispiece | STATE LIBRARY COMMISSIONS | 278 |
| EDITORIALS | 245 | Indiana | |
| The library field | | Iowa | |
| Chicago library situation | | New England League | |
| Librarianship of Congress | | STATE LIBRARY ASSOCIATIONS | 279 |
| White Mountains and A. L. A. meeting | | California | |
| Paper and book-making. | | Massachusetts | |
| THE EXPERIMENTAL TEMPTATION; OR, THE AT- | | LIBRARY CLUBS | 281 |
| TRACTIVE POWER OF BOOKS VERSUS THE LI- | | Chicago | |
| BRARIAN'S METHOD.— <i>Montrose J. Moses.</i> | 247 | New York High School Librarians' Asso- | |
| METHODS OF TRAINING IN ONE LIBRARY SCHOOL. | | ciation | |
| <i>Mary Emogene Hazeltine</i> | 253 | New York | |
| HOW TO MAKE A LIBRARY USEFUL TO A SMALL | | Pennsylvania | |
| TOWN.— <i>Sophie H. Hulsizer</i> | 257 | LIBRARY SCHOOLS AND TRAINING CLASSES | 283 |
| REPORTS FROM NEW ZEALAND ON BOOK DISINFEC- | | Carnegie Library of Atlanta | |
| TION | 260 | Carnegie Library of Pittsburgh | |
| ACTIVE LIBRARY MEMBERSHIP: A SUGGESTION.— | | Drexel Institute | |
| <i>C. Recht</i> | 263 | Indiana | |
| ON CLASSIFYING FICTION.— <i>William Alanson</i> | | New York State | |
| <i>Borden</i> | 264 | Pratt Institute | |
| PERSONAL CONTACT THROUGH THE CATALOG.— | | University of Washington | |
| <i>John Adams Lowe</i> | 265 | Wisconsin | |
| LIBRARIES IN BOOKSTORES | 266 | REVIEWS | 287 |
| SAMUEL SWETT GREEN—AN APPRECIATION.— | | Dana, Modern American library economy. | |
| <i>A. S. Garver</i> | 269 | pt. 5 | |
| FROM THE LIBRARY COPYRIGHT LEAGUE | 271 | <i>Revista de la Biblioteca Nacional</i> | |
| AMERICAN LIBRARY INSTITUTE | 273 | LIBRARY ECONOMY AND HISTORY | 288 |
| AMERICAN LIBRARY ASSOCIATION | 273 | Periodicals | |
| Conference notes | | American libraries | |
| College and reference section | | GIFTS AND REQUESTS | 290 |
| Committee on library training | | LIBRARIANS | 291 |
| Travel announcements for conference party | | CATALOGING AND CLASSIFICATION | 291 |
| Special excursion (July 4) | | BIBLIOGRAPHY | 291 |
| Post-conference mountain and shore trip | | NOTES AND QUERIES | 291 |

INDEX TO ADVERTISERS

| | PAGE | | PAGE |
|-------------------------------------|--------------------|------------------------------------|------|
| Allen (Edw. G.) & Son..... | inside front cover | Higgins (Charles M.) & Co..... | 3 |
| A. L. A. Publishing Board..... | 3d cover page | Jewkins (W. R.) Company..... | 10 |
| American News Company..... | 5 | Library Supplies (Dealers in)..... | 10 |
| Appleton (Robert) Co..... | last cover page | Lowdermilk (W. H.) & Co..... | 10 |
| Art Metal Construction Company..... | 2 | McClurg (A. C.) & Co..... | 6 |
| Baker & Taylor Company..... | 8 | Nicholson, R. J..... | 10 |
| Baker's Great Book Shop..... | 10 | Putnam's (G. P.) Sons..... | 8 |
| Björck & Börjesson..... | 7 | Quaritch, Bernard..... | 4 |
| Booksellers (Directory of)..... | 9 | Scribner's (Charles) Sons..... | 8 |
| Books for Sale..... | 10 | Situations Wanted..... | 10 |
| Browne's Book Store..... | 10 | Sotheran (H.) & Co..... | 7 |
| Brockhaus, F. A..... | 9 | Stevens (B. F.) & Brown..... | 4 |
| Chivers, Cedric, Ltd..... | 6 | Tice & Lynch..... | 10 |
| Dura Binding Co..... | 7 | Wanamaker, John..... | 8 |
| Emerson, Gilbert D..... | 7 | White (H. C.) & Co..... | 3 |

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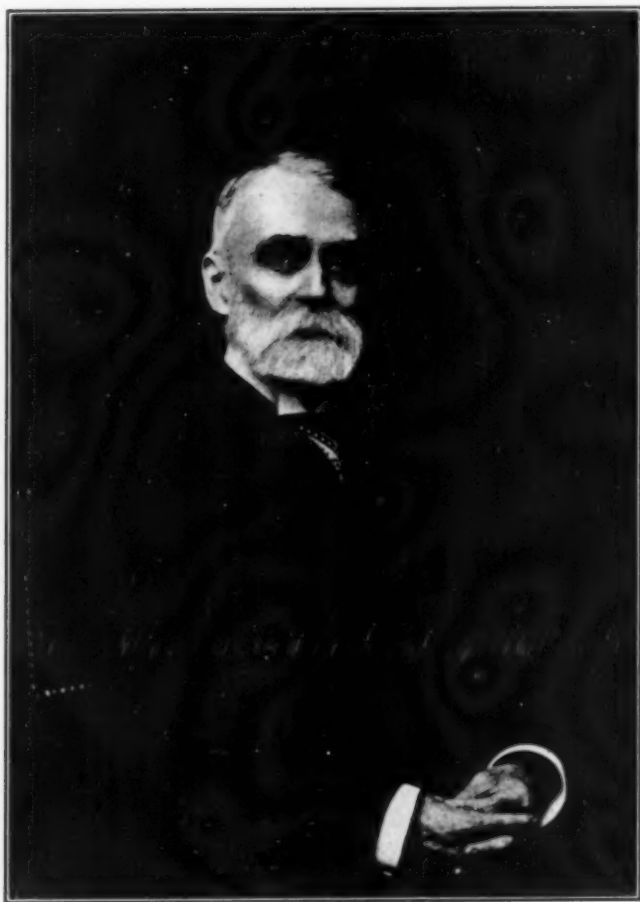
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THE LIBRARY JOURNAL

VOL. 34

JUNE, 1909

No. 6

VACANCIES in four great posts, existing at the same time, emphasize the demand for librarians of the first rank and the shortness of supply. The Massachusetts State Library, the Library of Columbia University, and the Chicago and St. Louis public libraries, require men of the first class, and offer the largest opportunity for professional and personal success. The first generation of modern American librarians, Winsor, Poole, Cutter and their contemporaries have passed away or are retiring from active service. The second generation, so to speak, are men and women at the head of important libraries of established reputation and practically of "fixed location" in their respective posts. Such vacancies as these must look mostly to the rising generation of librarians still young and of promise rather than performance. Most of these are already well placed at the head of libraries of middle rank, which are, of course, growing into greater importance each year, and hesitate to change to other positions. Also the largest libraries need assistant librarians of high quality, capable of succeeding their chiefs. The remuneration of these posts is not great in comparison with what is paid to equal ability in more commercial lines, but it is becoming more adequate and it must ultimately become sufficient to attract men into the library profession in competition with other callings. Under these circumstances the library schools are becoming very important, but the present posts can scarcely wait for the production of a new supply of trained librarians. In some cases librarians will doubtless be brought, as was Justin Winsor, from other fields, but they cannot be sought among folk who merely like books or who have had literary or teaching training, or whose public service is chiefly political. The library profession must in fact be recruited from those who have already proved their capacity in the "executive" profession.

THE progress of events in the Chicago Public Library field will be watched with interest by the profession. Mr. Hild has definitely taken himself out of the situation, and will be followed into his retirement with the sympathy of his library colleagues. Throughout the proceedings resulting from his retirement it has been evident that Mr. Hild has won loyalty and affection from his staff. The Board seems to have come to a "realizing sense" that the manner of its action was unfortunate, whatever the motives and purposes of its members. There is still some fear that on the one hand a formal examination under civil service regulations may fail to attract and secure the best man for the place, and that on the other hand, if the office of librarian is exempted from examination, the place may be filled by political or personal favoritism. Either would be a misfortune to Chicago, which needs the best man for the place, to take advantage of a really great opportunity. The proposed examination of the library administration and methods suggested by the City Club and authorized by the Board, might well precede the choice of a librarian, though, of course, the right man would facilitate the work of such a committee and would be the first to profit by it. We trust that the library experts to be designated by the Librarian of Congress will accept the call of duty, even without remuneration, and we are glad to make the correction that their expenses at least have been provided for. The comparative figures obtained by the City Club and printed in our last number are interesting for the light they throw on the library situation, and a full comparison will be of value not only for Chicago but throughout the library system of the country. As we have before indicated, such a report should include consideration of the resources and facilities of the John Crerar and Newberry libraries as co-ordinate parts of a general library system.

THE library profession has been much disturbed and distressed by newspaper statements that the present Librarian of Congress is to be displaced and the post filled by a political appointee. The newspapers have even gone so far as to appoint Mr. Putnam to the Massachusetts State Library and to name his successor at Washington. These rumors, happily, are quite without foundation. There has been no such misunderstanding as stated, between the President and the Librarian of Congress, and the members of Congress have, we believe, never been better disposed toward the library. Congress has provided magnificent housing and equipment for the National Library, which remains under its direct jurisdiction, and it has never been so well served as under the present administration. Members of Congress themselves have been the first to recognize this fact and the desire to place friends in library positions has been less and less evident as one Congressman after another, as the result of personal investigation, has recognized that the work throughout the library is of a kind demanding trained skill and peculiar ability. It will be to the satisfaction of librarians throughout the country to have these rumors set at rest.

THERE is always the possibility of an added pleasure for the conference-goer, besides the professional benefit of the sessions and the delight of meeting with old friends; and this is the pleasure that lies in seeing and knowing the unknown country which might be called the real "traveller's joy." In Thomas Starr King's "The White Hills: their legends, landscape and poetry," the charm and beauty of the wonderful White Mountain region is vividly pictured, and those who plan to attend Bretton Woods in June and who are unacquainted with the region are recommended to read this book, which, though it was written fifty years ago, before the days of railways and big hotels, still remains the most inspiring book on our New England mountains. The hotels Mount Washington and Mount Pleasant are situated in the beautiful open valley through which the Ammonoosuc River runs, and between them is one of the finest golf links in the mountain region. The view of the Presidential Range from the hotel piazzas is very fine, and the

railroad up Mount Washington starts from the hotel grounds. Bretton Woods is but a short distance from Crawford Notch by carriage or train and the ascent of Mount Willard, thence either by carriage or by walking, gives one of the best views of the Notch and mountains. As Bretton Woods is perhaps one of the most beautiful of the White Mountain resorts so is Green Island one of the loveliest spots of the Lake George region, and it is to be hoped that many will take advantage of the opportunities offered by "library week" in September to profit by the interesting program and beautiful surroundings promised in the coming meeting of the New York Library Association at Sagamore.

AFTER all, the library must depend upon the book and the book must be made of paper. Much that is called paper in these days is scarcely entitled to the name. It is a mere aggregation of pulp or other cheap material which will stand no wear and tear, and may go to pieces even sooner than the flimsy binding. Mr. Chivers has recently been giving careful and scientific attention to book papers, testing the paper in books bought both from American and English publishers with results sadly surprising, and we are glad to note that he will read a paper on this subject at the coming A. L. A. Conference. Librarians will be glad to learn that there will hereafter be permanent provision for careful tests of book and newspaper papers made by competent authority. The Bureau of Standards at Washington has done something in this direction and this work is now likely to be taken up by the testing laboratories originally formed by the Edison Companies for the testing of electric lamps, which have now broadened out as an incorporated company into test work of all kinds. There can be no more important subject for discussion from the practical point of view, and if librarians will consider in their purchases more and more the quality of paper as well as of binding offered them, publishers may be induced to take this question into advance consideration in making their books. The report of the British Society of Arts on leather for binding has been of great value in raising the standard of leathers and leather work, and similar attention to paper may produce corresponding results.

"THE EXPERIMENTAL TEMPTATION; OR, THE ATTRACTIVE POWER OF BOOKS *VERSUS* THE LIBRARIAN'S METHOD"*

By MONTROSE J. MOSES.

I BELIEVE it was Carlyle who once wrote: "You may be strenuously advised to keep reading. . . . Read the book you do honestly feel a wish and curiosity to read. The very wish and curiosity indicate that you then and there are the person likely to get good of it. . . . Among all the objects that look wonderful and beautiful to you, follow with fresh hope the one that looks wonderfulest, beautifullest."

We are a nation of readers; we are given every facility for the enjoyment of this luxury. Despite the fact that our sense has become satiated to a great extent by the erecting of too many libraries, still, none the less is the privilege great; it would probably be greater, were we taxed, however slightly, for some part of this privilege, besides being indirectly assessed with our citizenship. Carlyle pleaded for a London public library as early as 1839, but it was a reference library he had in mind, rather than a circulating library.

As a social factor, as a vital institution, the library has expanded since that time, has acquired new functions, has added new departments, one of the most recent of which is the Children's Room. I wish to confine myself entirely to this phase of the library work in its relation to the attractive power of books, for the time is coming, if it is not already here, when your method as applied to younger readers, will have its telling effect upon your adult circulation.

The library journals will indicate how recently children's work in the library has become differentiated from the rest of the work; in fact, there is a danger at the present time, that too wide a gap is being created in the minds of some between the Children's Room *per se* and the library problem as a whole. The one should not be separated from the other, however much the immediate methods might differ.

Therefore, while the growth of this branch of the library has come slowly and surely—as a place apart and as specially created

for the needs of juvenile taste—separate, though at the same time an essential part of the whole, I have been impressed with the unwisdom of criticising the children's rooms at this elementary stage of development, and I have ceased attempting to reach any conclusions as to the ultimate object which the librarians of this department may have in mind, as they put their methods into effect.

Yet I feel that unless some very definite viewpoint or some goal, whether practical or ideal, is impressed very soon upon the public, this public will begin to doubt the work being accomplished in the Children's Room. The library as regards its methods has just reached that point when its chief aim should be to avoid crystallization; it should profit by the mistakes which have been made in our public school system; it should concentrate its activity, working from within its area; it should not go outside, to such an extent as it is now doing, and take unto itself the functions of the school or of the social settlement. A clear distinction should be made between concentration and crystallization.

I look upon the library, institutionally, as a possible literary academy of the future. Librarians, trained with an idea of the dignity of their profession, should regard themselves not only as *trained* servants of the public, but as guardians of the heritage of culture, which should be at the basis of all they do, however arduous the mechanism of the library, however severe the rigor of the system. I hold a special grudge against library economy for the fact that it does not allow the average librarian time to realize what the conservation of culture means to her profession.

But I do not think that it is too much to expect the librarian to regard a book, whether for child or for adult, apart from its superficial character as a circulating commodity.

The library system is giving the public substantial buildings, impressive in their amplitude, and equipped with every modern convenience. The librarians are furnished appropriations, however inadequate (thinking

*Read before a meeting of the Pennsylvania Library Club and at the bi-state meeting at Atlantic City, March 30, 1909.

it safe to go on the principle that, constitutionally, an appropriation is always inadequate) with which to stack the shelves. It now remains with you to establish a tone to the whole institution, to create an impression in the minds of the public that here at least culture is being respected, and that through a sympathetic method, readers, both young and old, are being brought in contact with intellects of authority. The democratic spread of the library has in some cases created a department store attitude toward books.

Especially among very young librarians do I find that the ideal functions of the library are taken lightly; ambition, ardor, originality have been checked by practical experience. There is something to be said even in extenuation of the old-fashioned librarian who was a lover of books, however lacking in administrative ability.

At the present time, we have reached the experimental stage in considering children's literature; interest is keenly aroused in the factor of children's books and in a supervising department to handle them. We are all of us confronted by the temptation to see how certain stimuli will work; each bulletin you prepare, each story hour that comes around, will reveal to you wherein you are gaining in response, wherein you are losing control. The psychology of suggestion—what I like to call the legitimate subterfuge of the librarian's trade—is practiced by all of you, but there is no library child, any more than there is that bugaboo of science, the psychological child. Human response is essentially fluid, and never fixed in a formula.

Still, I believe in subterfuges—such as trying to make one read less fiction without letting one know—provided they are born of a definite purpose to strengthen the average taste and to make of the library a force in the community or in the locality,—to make of it a force, I repeat, besides a convenience.

If you ask a publisher what is the attractive power of a book, he will probably mention the contents last; he will tell you that form and title are everything commercially. We might almost frame as an axiom that it is a wise publisher who has an exciting frontispiece. There is some small truth in his claim, for the eye of the boy or girl, and of the adult as well, is caught by the brilliancy of color, and the first impression is gained by the name or title, unless this impression

is forestalled by some subtle suggestion on the part of the librarian. A book may have an attractive power beyond the mere daintiness or vigor expressed in a series of pictures or situations; only after the mind has the spirit of the book to work upon, can it appreciate the true attractive power. Who is to forestall this popular manner of judging a book? The teacher as well as the librarian; and her method will be valued according to the effect she has produced upon the child's taste.

The question of a library for children, whether in the school or outside, involves many serious considerations; we are hedging the boy's and the girl's spirit around with public utilities; we are building up their green fields with institutions which lay claim upon their hours from sunrise to sunset. What with their public school, their public library, their public playground, and the prospects for their special theatre, children will, in time, have few moments in which to love their parents. I claim that the value of the home in city life is being discounted by this very tendency we have of not to meet at meals.

So closely are the school, the library, and the social settlement brought into contact with the same conditions, the same problems, the same individuals, that their functions overlap, where they should be once and for all defined, else there will be a duplication of energy and in consequence a waste, to say nothing of an unnecessary duplication of expense. And while I believe that the emphasis of service should be placed upon all three, still the distinctive features of each should be preserved.

You will perhaps enjoy the position taken by that writer who claimed that as much importance should be attached to making children go away from the library as to drawing them toward it. In framing this paradoxical statement, she referred to the wise philosophy of sound mind and sound body. And there is great truth that with our schools and our libraries, we are in danger of tiring the present day girl and boy. This educational and theoretical idea of the preparation of childhood for manhood, without giving the childhood a sufficient chance, is pernicious in its physical effect, to say nothing of the mental or spiritual effect.

Now, let us note the three stages that are involved in every phase of children's work:

1. There are the books, as a mere vehicle of attraction, as a medium. The appeal is an inherent one. How is the presence of this attractiveness between the covers to be impressed upon the child?

2. There is the child, whose voluntary desire is one of the rare factors given to the librarian to work upon.

3. There is the librarian, a middleman between the child and the book, whose duty it is to afford every opportunity for a *natural* development, and an unfettered opportunity to satisfy any natural inclination — provided it remain natural.

The librarian's method indicates the relation which her work bears to other institutions, it indicates her own attitude toward the book as an attractive force. By the details of this method, she impels a reader forward; she gives him sufficient idea of the contents of books to draw him closer to the heart of literature. It is the librarian's duty to counteract the one-poem memory exercise of the classroom. If her method is a human one, she will strive to add meaning to a title, she will seek to make the legendary names in history represent large action. In the telling of her stories, the librarian should give *nearness* to the heroes, a truth and consistency to their development. There is a certain familiarity toward literature which our schools, generally speaking, do not seek to create in their English studies. The library should supplement the school, it should likewise counteract the school. For culture after all is nought but education with the sharp edges of a graded course chipped off.

There are moments when you have to deal with books in the bulk; you bring to bear upon the solution of your difficulties all your knowledge of library economy. But there is also the individual book that makes appeal by reason of its inner value. The child who comes to the circulating library claims a right to a certain amount of individual consideration. If he does not receive it there is a mis-carriage of energy somewhere, in the fact that he takes his book, not after having conceived an idea of its contents, but simply because of certain spatial and sense appeal. He would go through an endless row of Stratemeyer, if the books were there for him to take. Some may regard this as a ravenous taste on his part for reading, but I have heard a librarian

confess truly that after all there was only created in him a Stratemeyer taste.

The individual child goes to the library with slight idea as to what he wishes; he turns to the shelves and his voluntary desire plays upon the backs of the volumes; most likely he only knows that he wants a story of the sea, of the jungle, or about football. In this respect, he resembles most of the children who frequent the Children's Room. The librarian may calculate upon the average boy or girl responding to the same essential stimuli. But she must be prepared for the exception.

In the letters I have received from young readers, I find that where they have relied upon the school system as a guide to reading, their response to the story recommended has been somewhat perfunctory. The educational method seems to make them go through the pages, warned beforehand that therein will be met with certain historical facts or with special literary excellencies, about which they have had some superficial instruction in the classroom. But it is the spirit of pure enjoyment we are looking for in the library, and the librarian must satisfy the voluntary desire which thrives on fancy as well as the educational stricture which demands adherence to fact. The educational bait has made the class of book known as "non-fiction" a veritable bugbear among juvenile readers.

I remember having seen but one letter in which the statement was made by a girl that she searched the library shelves for a book which her mother and father both read when children. We speak of the humanizing value of books; were it possible to overcome social and economic limitations we should like to see every home giving the child his first love of literature.

But, since this cannot be, the librarians seem to be working out their methods in the Children's Room through the sympathetic recognition of the policy — "when I was your age." They seem to be striving for a general atmosphere of "home-iness" in the Children's Room — to humanize the environment as well as the book.

For this reason, I am constantly surprised to find library committees in charge of a system of branches hanging upon the walls stereotyped woodcuts or engravings, in thick brown frames — undoubtedly copies of mas-

terpieces, but beyond the children in appeal. What these young people need are friezes filled with the images of their dreams—scenes from folk-lore, from legends—scenes representing the joyousness of seasons, the healthy vigor of sport.

I have entered some Children's Rooms, where I could well realize why they were mostly empty; the librarian in charge has fairly bristled with the aloofness of grown-up-hood. I think that when you become a librarian in charge of a children's room you are there primarily for the purpose of giving your readers a good time—in the sense that the attractive power of books may give it to them.

The librarian's hold upon the children depends upon the inspirational power she possesses to interest them, not only upon the skill with which she sets the machinery in motion. A child's interest and sympathy may be captured by the slightest means, and healthy curiosity is a large asset in favor of the teacher as well as of the librarian.

I remember a story that used to be told of a professor I had at college; he had previously been a teacher in the schools, and he saved his first day in the schoolroom by this very element of curiosity. He was given a very unruly assemblage of boys, and while the principal was introducing him he distinctly saw pieces of chalk and pencil in reserve for the fatal moment when he should be left alone with them. The time arrived, and the boys became restless, shuffling their feet, laughing, and doing all those little annoyances characteristic of the tribe. The teacher took no notice, but drawing out a pocket rule he went to one corner of the room, and getting down on his knees proceeded to measure the length of the wall. From the corner of his eye he could see necks being craned—he could tell that curiosity was aroused—and he was psychologist enough to know what an imperceptible shade there was between this and interest. He rose and placed the resultant figures upon the board, then dropped to his knees once more, marking off the cross dimensions. Having finished, he rose again and faced the boys—master of the situation.

Your discipline is best obtained through interest, your method should seek to encourage interest. All library work as far as the

public is concerned should be made to rest upon the inspirational, the attractive power of books. Everything depends upon *how* you set the impulse to read along the right channels of satisfaction.

I do not think, as I have already said, that your method should be such as will in any way conflict with other persons' activities. The teacher's duty is to teach, and if she does it well we have nought to say; if she does it ill, if she has to be taught after she reaches the classroom, then the sooner she resigns the happier she will be, and the better will be the school system. The settlement's province is to hasten the improvement of environment, for only through the respect for their homes will people have respect for themselves. I should say that the home must be brought into closer contact with the library than the school. You reach the crux of the matter when you begin to regard the parent as a large library factor.

I wish for a moment to consider here the example of the one child in several phases of economic existence. Let us imagine the young readers whose parents are of foreign birth, whose parents are of the peasant class with intellects dulled through toil—probably inherited dulness through generations of toil. These men and women are beyond the age for rehabilitation. The habit of dulness has settled upon them. But their child is at the parting of the ways; he comes with them to America, and though economic conditions thrust his parents into the machinery of mere existence, he is taken and given the heritage of education free of charge; he is given the library with all of its advantages.

Public beneficence says: Mentally the foreign child shall not suffer comparison in opportunities with the rich child. Two things result therefrom. The boy, in his capacity as son (far more than the girl in her capacity as daughter) soon begins to view his parents from a distance; to him, as an American citizen, they look like peasants from another land. This is a tragedy which the forces of education are creating, and yet with which they are dealing effectively. In the foreign son an intense feeling of social unrest is thus becoming developed. Now, what is the librarian to do for that one boy?

Some one has suggested that it were best to take him out of his native environment

as rapidly as conditions will allow—to give him something new, something that will make him an American quicker. Fortunately, culture protects itself by being of slow growth. I have found, in the investigations I have made, that this taking the foreign child completely out of his atmosphere is wrong to his basic nature, since he has born within him two vital instincts—one national and the other racial.

The librarian's method should not encourage that insatiable desire to produce Americans by not recognizing their former environment. Would not an intelligent knowledge of their foreign home tend to keep them closer to the parent, who probably will never learn English, who is the Italian peasant in a strange land, with a strange child? In Passaic, N. J., where there is a peculiar type of emigrant, the librarian has been considering this point.

I do not believe in spread-eagleism for our foreign boy; living in an American city he has to know as soon as possible the essentials of government, since he becomes part of the society to be governed. But though as a citizen he has acquired a new set of obligations,—as a son his obligations remain the same. Our educational system should consider this.

There is another class—the extreme of the one we have just been discussing, but one that needs quite as much of our sympathy and of the public library's attention—the children of the "brownstone-front."

In certain portions of New York,— and I doubt not that the same condition exists in every large city—the children of well-to-do parents regard the branch libraries as mere distributing stations; they ape the tastes of grown-ups in their book selection. What the adult leaves upon the center table at home serves as a bulletin for the girl of thirteen or fourteen, who stands upon the borderland between the children's room and the regular circulating department—who is too old for the one and too young for the other.

The children of this class are more or less imitative in their attitudes, in their desires, in their opinions. They have airs and graces which tax the librarian's method to the uttermost—they go to the theatre and make indiscriminate use of an amusement which should be regarded as a rare favor—which certainly reacts upon their reading tastes. This is unfair to the theatre which,

as an institution is coming in the near future to occupy a dominant position in the community.

I claim that the girl of this class reflects all of the weakness of her environment. In support of this statement, I wish to quote a few answers received by me to questions asked some children of a West Side school in New York; they relate to the subject of favorite books:

(a) From a girl: "The title, 'Children of Gideon,' tells you immediately that it is one of Sir Walter Besant's, and it is naturally written in his attractive vein."

(b) From a girl of twelve, about poetry: "I like 'The Eve of St. Agnes' best, because it is so nicely expressed that when I read it I could not help jumping into it and taking an active part in it."

(c) From a girl of seventeen, on Bryant's "Thanatopsis," which she liked "because after you read it you don't feel inclined to stay in this world, but would like to lie down and die also."

(d) A confession from a girl of fourteen: "I have not read any books outside of my history book, excepting those of fiction. Of course I like history well enough to study, but not to sit down and read it through as I would read another book. Likewise, as in the books that are not fiction—in the reading of long poems I am deficient."

Let me continue with a few more instances:

(e) A girl of fifteen wrote me: "The Arabian nights" were done many centuries ago in Arabic language. This story is supposed to have occupied a thousand-and-one nights, and makes you wonder how people in India and Arabia listened to a story so long a time."

(f) "Kitty of the roses," declared a fourteen year old girl, "is my favorite, because the story is an original one, and the characters so realistic, and it shows how foolish young men are."

(g) Another girl of fourteen preferred "Ramona" because "as a whole the story is a pathetic one, and I rather like sad stories. To tell the truth, I do not really care to read stories that are not fiction; but an exception to my rule is 'The vale of cedars.' I hardly know whether to call this fiction or not, for it is very instructive, but at the same time it follows a beautiful story that is very pathetic."

(h) Finally, a fifteen year old girl wrote me: "There is a small book that is published every month which I very seldom fail to read, and that is 'The black cat.'"

The foregoing excerpts represent part of the experimental temptation that once seized me in my library investigations. It was more or less an artificial way of reaching results as to an estimate of juvenile taste, but a certain amount of benefit was derived. If I cannot frame a formula I can at least prove to you the dangers in our educational system which will force a child to hold on to a moral tag rather than to cultivate the art of clear thinking.

Though I have only quoted replies from girls, there was a strong distinction between the feminine personality and the masculine. These answers presented to me three aspects of response, and in enumerating them I would have you remember that these young people came from comfortable homes:

1. The school child, with a false rhythmic attitude toward jingly poems; the result of an artificial educational method of study in English.

2. The imitative child, who, in taste, is the miniature adult.

3. The spontaneous child whose frankness and individual inclinations are truly of himself, and are the parts to respond to the strong personality of a strong, virile, forceful, energetic librarian.

It is with this last phase of the particular class of boy or girl we have been describing, that the library as a cultural institution must deal. But this child is not generally of the well-to-do class.

In no way is the librarian of such a room to be regarded as a censor, although indirectly she is one; she is the positive factor in Emerson's law of compensation; she is a friend of the eternal child in all children who come to the loan desk. By her sympathy she is to estimate the locality in which she works, and insofar as the actual conditions differ from her ideals, insofar does she measure its needs as a community. That is why, as a branch librarian, however high her ambition, she needs must touch earth every moment, judging by human intercourse and not testing by theory. And each time she touches earth she gains in strength by knowing better the conditions of the soil in which she has to plant her seed.

And so, the librarian's methods as they relate to children's rooms suggest the following attitudes:

1. We regard the library, generally, as a possible literary academy; as much so as the University Extension Courses; and if this be so, then assuredly we regard the children's room as an essential part of it.

2. We consider the juvenile department of the library as a place for increasing associations; but more particularly for creating such associations wherever economic conditions are oppressive.

3. To our mind, the librarian's duty is a positive one; there are no negative problems that are not capable of being changed.

This, perhaps, is a high standard to adopt, but assuredly it is best that "a man's reach should exceed his grasp."

And now, in closing, I would return to this matter of the attractive power of books and the librarian's method. There is not, after all, such a very great difference between the adult and juvenile departments in the matter of government. Toward the one I should apply the phrase—"the sustaining power of books," toward the other, "the attractive power of books"; the processes of culture are the same in both. Perhaps the real difference is only a philosophical one.

The literature that sustains must have the fine touch that appeals to something more than the emotions; that impels and leads to a real, a passionate force resulting in some action; in the expansion of one's personality. This is not a one-sided development; it appeals to the spirit as well as to the intellect. The literature that makes one feel the vast unity of life; the ethical idea of a vast duty, wherein if one fail through lack of making the absolute best of the powers given him, the world is so much the loser—that is the sustaining literature.

It is the side of us created by art that sustains, and not the art itself: we can go to art and know where to find the power. Your method must make it easy for us to find this power. Herein lies the whole secret of the problem of life—the problem of the very best. It is the basic characteristic of Matthew Arnold's definition of the function of criticism. But who is to judge between your opinion and mine, if we are both striving for truth according to our firmest convictions? Given a means of selecting a

standard in harmony with all ideals, and appreciation could be made an exact science.

The realization of a standard is not an arbitrary thing; it comes after long experience and spiritual refinement. Your problem

with books, whether for adults or youth, involves vast responsibility, for when you open your shelves to the public it is equivalent to saying: "Wouldst thou *be* as these are, *live* as they."

METHODS OF TRAINING IN ONE LIBRARY SCHOOL

By MARY EMOGENE HAZELTINE, *Preceptor Wisconsin Library School*

ANY new school would be glad to start with well-defined precedents and traditions; but, obviously, these are a matter of growth. Nevertheless, it is also evident that the rapidly obtained development and organization characterizing, for instance, the recently established universities at Chicago and Palo Alto, are due in part to principles that had been worked out by older universities; in a sense, therefore, they were able to begin at the point others had reached. Their own problems, however, afforded the opportunity for the individual development which every institution must itself achieve.

Three years ago, when a new state library school was projected in Wisconsin, offering a year's course of study, it was not difficult to start with a clearly-defined plan for this course, for certain principles in library training had already been established, and must be accepted as basic. A careful comparison of the curricula of the different schools, as complete an investigation as was feasible of the sectional needs that the new school would be called upon to meet, and a constant keeping in mind of its *raison d'être*, made it possible to open the Wisconsin school with a more highly developed organization than would have been possible had not the experiments and experiences of established schools been utilized. The present opportunity is welcomed, to acknowledge not only the advice and help so willingly given to us by the older schools, but also the indirect and intangible assistance afforded by their very existence and successful organization. It is indeed true that "every man stands on the shoulders of all his predecessors."

The Wisconsin Library School built its superstructure on three essential principles: First, that *books* should be made the pivot on which should turn all the courses of the curriculum. This must not be lost sight of when teaching so-called technical courses,

such as accessioning, shelflisting, classification, cataloging, and the making of various records; rather the teaching should emphasize that books were thus technically treated, simply that they might be made more quickly available to *people* in their need, and that necessary reports might be made to the people on the expenditure of their money and the use and care of their property. Second, that libraries are established *for the people*, and they must be the first consideration in all library work. Therefore, the ways of serving them, of arousing their interest in their own estate, of gaining and keeping their confidence, from children to grandparents, and of providing for the sturdy growth of the community, with books on mechanics and technology, sociology and political science, religion, science, and history, as well as for its culture with books of travel, art, literature, and biography, and for its recreation with fiction—all these points of view should be continually emphasized and not only directly taught but correlated with other courses. Third, that practical application of all theoretical teaching should be the vital principle in technical training.

The schedule of lessons for the first year organized on this basis, divided the school year into semesters. In the first semester were given the main technical courses, which represented the scientific side of training and provided the professional foundation; there were also given some of the bibliographic courses, representing the humanities. Stated apprentice hours each week were assigned in the local public library, so that practice might from the beginning go hand in hand with theory. The second semester was sub-divided. The first half (or "quarter") covered the period of field practice; the scholastic schedule was suspended and the students sent out into the libraries of the state. Here they served as assistants during the busy months

of February and March, under the immediate direction of the librarian and the general supervision of members of the faculty of the school. The local assignments were made according to the individual needs of the students and the practical work was so planned that it might prove not only an integral part of the course, but an aid to personal development. The last quarter of the year was devoted to the completion of the bibliographic courses that had been begun in the first semester, to advanced bibliographic and technical work, and to courses in administration. The general plan commended itself to the faculty, although its application during the first year had most naturally discovered some weaknesses; chief among these being, that the schedule was too crowded, and in the effort to make the curriculum broadly humanistic, over emphasis has been put on some of the courses.

But the principles of the curriculum, and their expression in the daily schedule of work, the emphasis of the classroom, and the application of field practice, need themselves to be explained as inherent in the very foundation of the school itself. It was established to meet the needs and to respond to the interests of these small institutions which constitute the majority of the libraries in the Middle West. The problems confronting these libraries are distinctly not those to be met by advanced knowledge of technique and bibliography on the part of their librarians; but by the principles underlying these technical subjects, developed on practical rather than on theoretical lines, by the enthusiasms of the librarian, by her own culture and knowledge of books, by her spirit of service, by her executive and administrative powers; or, in other words, by her ability to do things easily, and to make the library a real constructive force in the community. Therefore, the mastery of principles, together with skill in performing the work for which these principles have been evolved, in the rise of library training, is the basis of the school: this, rather than the intensive study of advanced technique and bibliography.

The fact that the school is conducted by the State Library Commission gives to the faculty unusual opportunities to study the needs of small libraries. The members of the instructional force have themselves en-

joyed experience as the heads of just such small libraries as it is intended to assist, and the conditions of their employment by the Commission involve not only teaching in the Library School, but frequently visiting the libraries of the state, to give whatever aid and advice the local librarian may need. In this way, the needs, the growth, the ideals of some hundred and fifty small libraries are constantly in the knowledge and experience of the faculty, for, except the Public Library of Milwaukee, there are no municipal libraries in Wisconsin that number above 25,000 volumes, while those possessing from 4000 to 8000 are typical. Every other state in the Middle West presents practically the same conditions, and it was to meet exactly these conditions that the new school was called into being. So, together with the study of principles, training in practical things must of necessity be included, with time for emphasis on enthusiasms, humanities, and culture. Though the entrance requirements are designed to secure students having a fairly liberal education and adaptability for the work, nevertheless, the experience of the faculty has proved that these qualifications must be awakened to abundant vitality.

Recognizing that, in the eagerness to include all desiderata, the schedule of the first year was much too crowded, it was systematically studied with a careful consideration both of logical sequence and correlation of courses. The schedule of the second year, based on the experience of the first, proved satisfactory in major points, and is now the basis for the school's program of lessons, apprentice work, field practice, and special school "occasions"—for already, such is the ready adaptability of American school life, there are several of the latter that are on the way towards becoming traditions. This does not signify that the present program is regarded as perfect and fixed; such is far from our belief, but at least certain principles are already recognized as a working basis. There is constant study to improve the details. The rapid but complete and substantial organization, not only of the curriculum but of the individual courses, is due to the faculty's devotion, ability, and capacity for sheer hard work, and to each and all of its members great praise is due. The hearty co-operation of the students, and their willingness to meet

the undoubtedly "stiff" requirements of a single-year course, should also be counted as an important element in the successful organization of the school.

It is probably due to the logical sequence of courses, the systematic organization of each course, and their correlation, that the required instruction and the two months of field practice can successfully be included in one year. Experience has thus far justified the plan of giving the courses in cataloging and classification in the first semester. Beginning with the opening of the school, cataloging lectures are given in the mornings of Monday, Wednesday, and Friday, and classification lessons on Tuesday and Thursday mornings; both courses provide practice work for three hours in the afternoon, which is revised before the next lecture. Frequent seminars are held, for the discussion of principles, and of such errors and points as are brought out by practice. As dictionary cataloging alone is taught, work in subject headings is introduced as early as the fourth or fifth lesson; this continues, with the study of cataloging points, until well toward the end of the course, when the consideration of the points having been finished, subject work comes to occupy the entire lesson. In the correlation of courses it is planned that the discussion of subject headings for at least some of the classes—for instance, sociology, political science, economics, and country headings for history—shall occur at the time that these subjects are considered in other courses, such as book selection, reference, and classification. The shorter courses in alphabetizing and book numbers, being allied respectively with cataloging and classification, are introduced at such time as they are needed for the proper development of the main course. Practice work is also given for these courses. The alphabetizing, the supplying of guides and cross references to the sample catalog made by each student for some two hundred and fifty or three hundred volumes, especially selected to illustrate all the cataloging points, the actual ordering of Library of Congress cards, with all of its processes, and the use of the type-writer (alternating with library hand) are some of the practical developments of the technical courses.

Cataloging and classification are made the foundations of the technical training. The shorter Library Economy courses are there-

fore given a place on our schedule at a point where instruction in cataloging has so far advanced as to make it possible to teach the principles and uses of accession, shelf-list, and related records, without making it necessary to give special instruction for author entry, class arrangement, date, etc. All of these latter were fully discussed as they arose in the lessons in cataloging and classification. Both in lecture and practice these shorter courses are given with the least expenditure of time, and with opportunity for emphasis on their underlying principles and purposes, as well as on their technical necessity.

During the first semester the lectures on references, book selection, trade bibliography, and loan practice (for this is given by work at the loan desk of the Madison Free Library), are arranged in alternation with the technical courses.

The studies of the spring quarter are the natural development of the course, and include administration, subject bibliography, history of books and printing, history of libraries, children's work, public documents (both from the publication and reference standpoint, together with their cataloging), and a continuation of the courses in reference, book-selection, and library economy.

Lectures by library workers from other parts of the country are obtained from time to time throughout the year. These include various phases of library progress, professional inspiration, and broad views of daily routine. The co-operation of the University of Wisconsin brings to the service of the school a number of professors who lecture on the basis of book-selection and the comparative value of representative literature in their respective fields. Such lectures are not only informing, but coming as they do from men of national reputation have a rare value in cultural training, and in opening new avenues for thought and personal reading.

Our field practice is planned to give the students actual library experience during their course of study. This corresponds in a degree to the experience gained by a graduate physician during his work as a hospital interne. Wisconsin is so large in area, and presents so many and widely different library problems, that the individual needs of each student can in this field work surely be met. Those entering the school without experience can be assigned to a well-organized library,

where for two busy months they serve as a general assistant, and thus become familiar at first hand with library administration, records, routine, and work with the public in all its phases, while the theory and practice of the school are still vividly in mind. In this manner, students acquire poise and confidence in meeting and serving the public, and have practical evidence of how library work reaches out to all interests in a community, and becomes a vital element in its life. On the other hand, those who enter with several years of experience behind them can be assigned to the organization of some new library, or the reorganization of an old one. Opportunity is thus afforded to do independent work under the general supervision of the faculty, and gain executive and administrative experience, which is a valuable part of the training. Such experience is helping also to develop commission workers, for whom there is a steady demand.

Our arrangements for field practice are not only a gain for the students, but are beneficial to general library advancement in the state. The reciprocal nature of this work makes it of far greater value to the students than any two months in the classroom; for, while in the field, they realize that their work really counts, and is not "made-up" for them. The moral support that comes from being of real service is a large factor in the success of the plan. Students going fresh from the work and interests of the school, take with them during their two months' residence in an up-state town a new enthusiasm, a new message of librarianship, which the directors of even well-established libraries say is highly beneficial to the *morale* of their institutions. The work is carefully planned in advance each year, according to the actual needs of the state for that year: it is, therefore, not in the least degree stereotyped, and allows the greatest development for the state work and the widest opportunity for the students.

When, in the first week of April, the students return from their field practice in various corners of the state, full of fresh life and enthusiasm for their studies, their experiences and observations are made the basis of several seminars during the spring term. Its value is most clearly demonstrated in these discussions, for the students are able to compare and judge of the results of different

methods, and clearly to understand the need of adapting methods to circumstances.

At the close of the year, as a requirement for graduation, each student presents a selected and annotated bibliography. The subjects for these bibliographies are chosen with direct reference to what is needed among the libraries of the state. For instance, we have had prepared, in response to demand, a Graded and annotated list on commercial geography, another on Readers and speakers, etc. Sometimes the subjects are arranged in co-operation with the Legislative Reference Department of the Commission and various departments of the University of Wisconsin. Such subjects as Postal savings banks, Parks and playgrounds, Municipal lodging houses, Immigration, Excessive wealth, Problem of the boy, Moral education in schools, etc., have been admirably presented. The fact that the bibliographies are all to be of immediate and direct use, although not necessarily published, gives a refreshing vitality in their preparation, and affords the student a practical demonstration of the kind of literature that is demanded by the everyday world of business and progress.

During the second year of the school, a joint course was arranged with the University of Wisconsin. By the terms of this agreement, a student of energy and ability may in four years, with the opportunities afforded by the summer session of the University, take the degree of bachelor of arts, and at the same time complete the technical training required by the Library School. In the first two years, such students take the regular freshman and sophomore work of the College of Letters and Science, choosing such courses as will enable them to pass the entrance examinations of the Library School. In the junior and senior years they substitute equivalent courses in the Library School for ten unit hours of University work each year.

With the technical drill of regular courses, the practical training that comes from field work, the academic standards that joint relations with the State University will surely establish, and the constant connection of the faculty with library needs and problems in a great and rapidly growing state, the curriculum and standards of the school should be developed with a sense of proportion that will send its graduates into the library field equipped and stimulated for useful service.

HOW TO MAKE A LIBRARY USEFUL TO A SMALL TOWN*

BY SOPHIE H. HULSIZER, *New York Public Library*

I AM going to talk about what one small library did do for a town, rather than of experiments and suggestions which I have not personally carried out.

The organization of this particular library may give some useful hints, because one of the best ways of renewing the usefulness of an established library is by re-registration. When one can use this method of house-cleaning, some of the methods of organizing a library may be employed to great advantage. Re-registration gives the librarian a chance to introduce new and perhaps better ways of technical work, it establishes a new relation with the public, and above all makes it possible to get rid of a good many old records and old files around which a halo of age has become so fixed that it conceals their uselessness.

The usefulness of the particular library that I know most about dated back to the preparation of the books before the opening, when in answer to a newspaper notice, some good housewives left their summer preserving and some young people their tennis to offer their services to the library. There was something fascinating to them about handling the books, so that they cheerfully pocketed, labelled and perforated, and did almost all of the mechanical work. Besides the help this was to us, they acquired a good deal of inside information about libraries and some respect for system. The good feeling that grew up from those first days proved a lesson that effected all the future usefulness of the library. Some of the ladies who came in on their way from bridge parties or teas, afterward formed a reading circle, inspired by certain books they had seen.

The workmen, who had to help in changing a store room, formerly a florist's shop, into a library room, had to become infected with a large amount of library spirit before the problems appealed to them as possible of solution. For instance, the shelves which had been left behind were to be adapted for library purposes. We tried at first to use for a charging desk the old counter of the soda-water fountain, but it fell apart. Then

a counter from a deserted store was bought at a song. Our motto was "Millions for books, but not a cent for furnishings." The carpenter who helped to make a practical charging desk out of that old counter afterward found in the library the book he had wanted for years. All the workmen—plumbers, electricians, carpenters—became members of the library. I believe there was not a single exception. Everyone who can in any way get some use out of a book ought to be made to feel from the beginning that the library is for him and that what he wants he stands a good chance of getting. I emphasize this because from these mechanics we got suggestions for book purchases that made the library particularly useful to that class of readers.

About a week before the library opened I took the application cards, made catalog card size and afterwards filed in the catalog case as a permanent record, to the schools. I told the children about the library from their side, and also told them of the books for their parents, many of whom were foreigners. We had books in about seven languages, but I should think it necessary to have the foreign books on a smaller scale if there was only a small number of one nationality in the town. Besides the talk to the children, we were able to show the teachers what, with their help, the library might do for the schools. A personal talk—and this is the advantage of a small town—will go further with an overworked teacher than a mass of lists or printed information.

In ordering the foreign books I have just referred to we consulted several priests and mission workers, known personally to the directors. They made out lists for us of the best books in the various languages, and in the case of the Slav tongues gave us addresses of firms who could furnish them. From the people who happened to be in touch with these religious workers the interest spread rapidly among all.

Right at the start the library used the newspapers of the town in all sorts of ways. The printing of labels, slips, etc., was, most of it, divided among local papers, and they willingly printed in their news column every-

*Read at the bi-state meeting at Atlantic City, March 18, 1909.

thing of interest about the library. Later on they printed our weekly booklist. One reporter had to be changed from a scoffer to a friend, but the feat was accomplished, and he became an immense help to the library. The first day when about a third of the school children came to the library, they covered so much of the surrounding territory that traffic was somewhat impeded, and one or two trolley cars were a little later than usual. The enterprising journalist nearly finished our children's work by publishing that night an article on the children, in which he described them as carrying home Farrar's "Divine plan of the ages" and Matthew Arnold's poetry. From this sort of talk to a grave discussion of statistics was a long leap.

The methods of helping different classes of people were simple and economical. First of all we started out with no catalog. Library of Congress cards for economy, not of money, but of time, were used. We ordered them from book-order slips, which afterward became accession record—the method used in the Washington Public Library. The orders for the cards were written on manilla slips—author, title, place, copyright, date and publisher, and the number of cards needed was written in the lower right hand corner. We found this simpler than using the serial number. The catalog, of course, was a dictionary one. After a simple article in the paper on the catalog many people wanted to use it. If one does not have access to a newspaper, a simply worded set of directions for use of the catalog will be welcomed by the members. In order to save time no book numbers were used. We kept an accession file, to which the shelf list was an index and *vice versa*, and filed book cards by accession numbers. So much for the indirect usefulness of the library.

I have referred to the origin of the work with foreigners. Not only did we give to these people books in their own language, we helped in the library some of the men who were trying to learn English. Simple books for the study of English had been bought with this object in mind, and they were immensely useful. The schools did nothing in this line and the help that an adult foreigner could get was spasmodic and irregular.

No class was formed, but several men came to the library an hour a day, and we helped with reading and pronunciation. The librarian learned in Italian, and one other language, besides German, such simple phrases as would direct the applicant for membership where to write his name, etc. A shy foreigner, speaking little or no English immediately became a glad self-confident person when he heard his native tongue so atrociously spoken. I have seen the whole attitude change from a kind of sensitive dignity to perfect friendliness. I suppose it would do no harm to speak the language well, but a certain barrier was broken by the other method. The rules, numbering three, were printed in the several languages above the blank spaces on the dating slip. That is, we had different slips in the differing tongues.

We printed lists in the newspapers about once a week on scientific and technical subjects. The list was afterward cut from the paper and posted in the library. We suggested that persons interested in the special lists should also clip them for reference. Bulletins in the library would to some extent take the place of the newspaper, but, of course, do not reach so large a public. Bulletins we found most useful in work with the children, whose taste in reading I shall presently mention. As we did not bind *Collier's Weekly*, we used the pictures from back numbers and got a great many more by advertising for old magazines. Housekeepers were usually glad to get rid of them.

To return to the books on engineering and kindred subjects. We tried always to encourage suggestions from the experts in those lines as to more useful books, and thus kept the collection thoroughly practical. The special industry or interest of the town should be amply represented in the library. In this case we began collecting the earliest material we could find on the town's industry and local history. Several retired engineers were so pleased at this effort that they gave us valuable collections from their own private libraries. Private citizens often have tucked away in the attic, books that would be of great interest to the town if gotten together. We planned to work out the early history of the industry and of the town in a story hour for the children. Modern industry is full of heroism and self-sacrifice, and with a

careful avoidance of the sentimental, some new view of commercialism can be given. Sometimes the older men in the community are glad to tell the children of some thrilling incident of local history.

Factory girls and breaker boys were a difficult problem. Notice of the library should be put up in the factories, but that was impossible in this town, so we had to trust to the advertisement of younger brothers and sisters.

I have mentioned the work with teachers at the outset. The teachers were asked to give the librarian sufficient notice before sending all the children to the library for the same book. At the head of a list of books printed for the schools we gave the Dewey classification and an explanation of it. In the library we had labels for the shelves with both subject and corresponding Dewey number. Members of debating societies were allowed to take home back numbers of magazines, which we did not circulate. We arranged a schedule for the year beginning with the highest class, whereby all the grades should visit the library in turn to be shown something about reference books, indexes and how to use them, how to use the reader's guide, the dictionary and the encyclopedia. We tried to emphasize the way to get information out of a book without copying it word for word.

For use of little children we bought the inexpensive Crane and Caldecott picture books, both for home and library use. A club of older girls, to whom was read aloud some book of their own choosing, cut out pictures and made very attractive scrap-books, which helped out with the younger children. By good picture books and pictures, and by some sort of a natural and simple story hour, the library ought to be able to furnish a strong antidote against the funny section of the Sunday newspaper and the cheap vaudeville.

The women's club, with the library as its resource, organized study classes. From a reading circle we obtained valuable and systematic suggestions as to new books, and also gave them suggestions for a course of winter reading. For these two societies we duplicated freely in buying books they wanted. No limit was put on the amount of non-fiction a member might borrow.

Notice was posted in the hotels that the library would, on deposit, furnish books to transient visitors. Theatrical troupes and travelling men took advantage of this offer. We served the township as well as the town, and a delivery route to remote spots should have been started. As it was one person would come with a market basket and get books for all the neighbors.

Our books were neither scholarly or numerous enough to meet the needs of the ministers of the town. We did try, however, to buy as much as we could from the books they suggested.

A great deal of the reference work of the library was done over the telephone. Everything was asked from political and historical questions to chemical and domestic ones. Questions as to the correct spelling of words were frequent.

The last sort of usefulness I want to mention is that of furnishing information on timely subjects. This means not only earthquakes, balloon ascensions and presidential elections, and the whole series of seasonable subjects, but subjects which happen to be of local interest and of which the librarian can take advantage.

To give two examples: A man with beautiful Persian rugs came to town, and the whole place was rug mad. We hunted up every scrap of material we could find in periodicals and books on Persian rugs and ordinary rugs, and some of the rich setting behind the making of the rug as found in history and travel in Persia.

As usual, we used the newspaper, and the result was all that could be wished. The interest in Persia and other countries kept up, and the interest in rugs we found it easy to direct to a slight awakening as to the arts and crafts movement.

A group of agents for the Stoddard lectures advertised our set, which was a bargain, and had been prepared for circulation. Through the use of these lectures we attracted people to the travel shelves who had never before noticed those books.

As a part of general helpfulness we had lists of important series in their order (such as the Dumas romances) posted near the fiction shelves. We duplicated extensively the first books of the most popular series.

The usefulness of a small library depends,

after all, and this is an axiom, not so much on lists and bulletins, valuable as all those methods are, but on actual knowledge of books on the part of the librarian and a realization of the essential democracy of a library.

A catalog can never take the place of a person and, to most of the public, a personal opinion from one of the library staff, no matter how untrustworthy it may be, is of more interest than a review signed by a leading literary critic. I believe librarians in small towns might profitably spend more time in reading and in knowing the people and less in making lists and bulletins, planning story hours and clubs and all sorts of elaborate devices for making the library useful.

An enthusiasm for books is contagious, and perhaps we librarians need to do less missionary work and more reading, and above all, to put to ourselves the question: Is our library as useful as it would be, if we were better acquainted with books and people?

REPORTS FROM NEW ZEALAND ON BOOK DISINFECTION

THE question of infection through books has been agitated in Wellington, New Zealand, the city librarian, Mr. Herbert Baillie, having presented a report upon conditions with regard to book disinfection in the United States. Mr. Baillie came to the United States as a delegate to attend the library conference at Minnetonka and to visit libraries throughout the country. His report is printed as follows:

To the Chairman, Library Committee.

SIR: In accordance with your instructions, I herewith have the honor to present a report on the subject of book disinfection.

During my visit to the United States I made inquiries on this subject. In every case I found that there was a complete working arrangement with the Health Department of the cities, under which the officers of the Department gave the library officials prompt notice of all cases of infectious diseases, and in most cases the Department undertook the duty of disinfecting or destroying the books according to the seriousness of the disease. A few of the libraries had small formalin disinfecting chambers.

Destruction is safest

Portland, Oregon, experienced an infection scare during 1907; the health officer ordered the library to be closed, and for two days the building and books were thoroughly fumigated with formaldehyde gas. The 7500 volumes that were in circulation at the time were

fumigated nightly on their return to the library. The trustees, feeling that the closing of the library and the fumigating of the entire building with formaldehyde vapor might have been unnecessary, and, wishing to be informed for future occasions, a letter was sent to many librarians and some bacteriologists asking five questions, the most important of which were: 1, When books were known to have been in houses where cases existed of scarlet fever, measles, diphtheria, smallpox, tuberculosis, or epidemic cerebro-meningitis, must they be destroyed, or can they be perfectly sterilized? 2, Will formaldehyde in a closed room sterilize books stacked on shelves? Many replies were received, the conclusion drawn therefrom being that it is better to destroy books where they have been exposed to contagious diseases, and that vapors from formaldehyde will not sterilize books stacked on shelves.

Germs mostly harmless

At a meeting of the New York Library Association, held on Oct. 9, 1902, Dr. Andrew F. Currier, president of the Board of Trustees of the Mount Vernon, N. Y., Public Library, gave an address on "The sterilization of books by vapor of formalin." He stated that "book disinfection is a part of the subject of preventive medicine, which is the most important branch of scientific and human knowledge," and "that as a result of careful investigation it appears that books may be the medium by which the germs of a disease may be transmitted. It is not uncommon for books to be used in the sickroom by those who are unaware of the possibility that such germs become attached to them. Such carelessness and thoughtlessness are too frequent to excite any feeling of surprise. Very often the books are obtained from a circulating library, and when returned to the library it is quite possible for them to be quickly transferred to other individuals, and thus to carry the germs of disease with them. The subject, therefore, becomes one of practical importance, and it was the consideration of these facts that induced me to investigate with the view of finding, if possible, a remedy for the evil. Germs, it is evident, may adhere more or less firmly to different parts of books because of their peculiarities, and because they have been found free in the atmosphere. It may also be assumed that they will be more abundant on the covers and the edges than within the interior of books. In the investigations which were made they were actually found in abundance in the books which were used for experimentation, these books having been circulated by the Mount Vernon Public Library. It should be added, however, that of those thus found all were shown by cultivation to be of harmless variety."

The experiments that Dr. Currier carried out were with books that had been infected for that purpose, and a fumigation with for-

malin proved quite efficient. The books were placed in the fumigating chamber standing on their edges; this allowed the vapor to penetrate between the leaves. At the library where these experiments were tried the books are regularly fumigated, as they are returned by borrowers, an average of 200 books per day being put through at a cost of about £8 per year. I did not hear of any other library where this is being done.

No connection between dirt and bacteria

Circulating library books, as far as handling is concerned, may be placed in the same class as paper money. The following extracts from the *Scientific American* of Oct. 10, 1908, is of interest at the present time: "Paper money is popularly supposed to be a carrier of infectious diseases. No doubt microbes find a resting place on many of the bills now in circulation, but investigations which have been conducted at the Research Laboratory of the New York Board of Health indicate that although paper money is by no means free from bacteria, it is nevertheless not quite so prolific a breeding ground as may be supposed. On the clean bank bills an average of 2350 bacteria were discovered; on the soiled the average was 73,000. This investigation was made some years ago; and its results have now been checked by Warren W. Hilditch, of the Sheffield Laboratory of Bacteriology and Research at Yale. The dirtiest bills which banks and railways could place at his disposal showed an average of only 142,000 for each bill. The lowest was 14,000, the highest 586,000. Curiously enough, the cleanest-looking note was charged with 405,000 bacteria, and the dirtiest with 38,000, which seems to prove that there is no necessary connection between dirt and bacteria. Mr. Hilditch finds that guinea pigs inoculated with these bacteria contracted no disease, which would mean that money bacteria are not necessarily virulent."

The following are some of the replies received by the Portland Library trustees:

"Mr. C. R. Dudley, librarian of the Public Library, Denver. In an experience of 20 years, I have never known contagious diseases to be transmitted through the medium of a library book. All books known to have been in houses where smallpox existed, and in cases of other diseases where the inspector thinks it advisable, are burned by the Health Department at our order. Neither formaldehyde nor any other sterilizing agent will affect more than the covers of the books stacked on the shelves."

A limited danger

"Mr. F. R. Hild, librarian, Chicago Public Library. Books from houses where there are malignant diseases, such as smallpox, are destroyed by the Health Department without being returned to the library. In an excitement over the subject some time ago, we re-

quested a thorough investigation by the Health Department, and received a report, a copy of which we enclose. The report stated 'That the object of the examination being to determine whether the books of the library are infected by disease-producing organisms, and require to be disinfected, the books selected were those that were most worn and most soiled.' And the report shows that no disease-producing bacteria were found in these volumes; only the ordinary bacteria usually found on human skin and upon everything handled by human hands. It is extremely improbable that disease germs should lodge between the leaves of the books and retain their virility for any length of time under the ordinary circumstances of use of public library books. The practical danger arises from such books in rooms where any of the contagious diseases existed; and, in order to obviate this danger, the Health Department furnishes the library each day with the name of every reported case of a contagious disease, so that the library books in such cases may be destroyed, not disinfected."

"Mr. W. L. Brown, librarian of the Public Library, Buffalo. The Buffalo Public Library has been open for 10 years with a staff running from sixty to eighty people. Last year we circulated 1,200,000 books, and we have not yet had a single case of contagious disease. Of course, every book must be handled in the library by the staff. We think this fact is well worth noting in connection with the fear of the spread of contagious diseases through library books. Our experience is not unique. It is also worth noting here that the Buffalo Public Library issues sets of 'supplementary reading books' to the public schools. Last year 363,979 books were circulated from schools."

The following is a copy of a notice sent out by the Brooklyn Public Library: "We have been notified by the Board of Health that there is a case of contagious disease at your house. If you have in your possession any books belonging to the library, please send us the titles and dates on which they were taken from the library, and keep the books until after the house has been fumigated. No fine will be charged for the detention of books beyond the allotted time, provided the library is notified as requested above."

The Health Department of Washington, D. C., not only notifies the cases of infectious diseases, but also informs the library authorities of any library books that may have been found on the premises, the book-card is then found and tagged with a yellow slip.

Local precautions.

Regarding precautions in our libraries, the by-laws prohibit the use of books by those suffering from infectious diseases. As a further precaution, the Health Department might

be asked to co-operate by adding instructions *re* circulating books to the usual notice left at premises where there are cases of contagious disease. A book disinfecting chamber is now available in the Newtown Branch Library, and it should be used in all cases of books coming from infected premises. I do not consider that it is necessary to fumigate books each day as has been suggested.

The following report from the district health officer of Wellington has been presented to and adopted by the Library Committee of Wellington City Council:

SIR: I have the honor to report to your committee with respect to the disinfection of books at the Public Library which may have been exposed to infection, and in doing so have had due regard to the adoption of a system the parts of which may be applicable to the disinfection of books belonging to private libraries, Sunday-school libraries, and other circulating libraries or book collections; for it is obvious little benefit could accrue to any precautionary methods which would concern themselves with the public libraries only.

There are four parts to be considered in the adoption of any system of precautionary control. The functions and duties of these should not overlap, and at the same time each part must be workable in harmony with the others. These four contributing parts are:

1. *The borrower*, who may propose to take a book to an infected house, or who has in his possession a borrowed book at the time his household becomes infected.

2. *The librarian*, who necessarily must exercise control over the lending of books to persons dwelling in infected houses, and over the re-entry to his library of books which may have come from infected houses.

3. *The district health officer*, who is in possession of the knowledge of what households are infected.

4. *The disinfecting officer*, after whose disinfection of the premises the household is declared free from infection. This officer may be the disinfecting officer of the Wellington City Council or the disinfecting officer of any local authority, and, so far as around Wellington is concerned, this officer is usually an inspector of the Department of Public Health, who performs disinfection on behalf of such local authority.

Each of these parts, or the persons concerned in them, must, in my opinion, have a particular rôle assigned to it.

What shall the *borrower* be asked to do?

His attention should be drawn to a notice to be pasted inside the cover of every book and also exhibited in the libraries on prominent placards. I suggest the following for that notice:

NOTICE TO BORROWERS

No person living in a house notified to the District Health Officer in pursuance of Section 35 of "The

Public Health Act, 1908," as being infected with any notifiable infectious disease, shall borrow any book, periodical, or newspaper without first informing the librarian that infectious disease so exists at his (or her) place of abode.

The librarian shall satisfy himself of the advisability of lending any book, periodical, or newspaper to any such person, and may refuse to allow such borrowing.

No person shall return to any librarian any book, periodical, or newspaper which has been exposed to infection unless accompanied by an official certificate indicating that such article has been carefully fumigated.

Section 36 of "The Public Health Act, 1908," provides that every person is liable to a fine not exceeding 20 pounds who knowingly lends, sells, transmits, or exposes any book, periodical, or newspaper which has been exposed to infection from infectious disease, unless such things have been effectively disinfected, or proper precautions have been taken against spreading the infection.

It is, of course, feasible for your committee, in lieu of above, to continue to rely on the existing by-law relating to infectious diseases.

What shall be asked of the librarian?

I have just mentioned that he shall satisfy himself of the advisability of lending any book and shall be given authority to refuse the borrowing.

He must ensure that no book is returned to circulation unless efficiently disinfected. He may re-disinfect the books, and where such is deemed necessary by him, he shall destroy by burning any book from a source of infection on its return to his care.

He must necessarily be dependent for his information upon the observance of the notice to borrowers as quoted above, and upon the data to be furnished to him by the district health officer and the officer performing the disinfection of the premises. The actions of these latter I shall now deal with.

In the event of a book having escaped any of the precautions herein mentioned, it should be the duty of the librarian to at once communicate with the district health officer.

What shall the district health officer do?

He might send copies of the notification of infectious diseases forms to librarians; but to be of any real value—

(a) Such reports must be to public and private libraries, Sunday-school libraries and other book collections.

(b) All cases within a considerable area must be notified, for it is possible for a person at Johnsonville or Upper Hutt to borrow at the public library or elsewhere in town.

Again, how is a librarian to put these notifications to use? How is he at a moment's notice to call to memory every infected house in the district? A maternal aunt might call for a book, but her name being different to the notified householder, no questions would suggest themselves to the lending officer. Numerous other difficulties readily suggest themselves, and I have no hesitation in stating that the sending of copies of the notifications of infectious diseases by the district health officer to librarians would be at least cumber-

happens to be had it does not follow that all of them are. At the present time there are hundreds of users of this article and a certain office, it is said, had been using one for five years constantly and never had any trouble with it. The cost of the stamp is reasonable and will not probably exceed the loss of time spent in guesswork over old applications.

Assuming that correct and reliable reports are desirable, this suggestion should receive some consideration.

C. RECHT.

ON CLASSIFYING FICTION.

A good many years ago, when the writer saw his two-year-old novels accumulating dust, and his two-week-old novels accumulating waiting-lists of impatient patrons, he began to hunt for some way out of the fiction problem. It was not easy of solution. One wanted to be fair to the patron, who should have reasonable success in getting the books wanted, whatever the books might be, while at the same time it was grossly unfair to compel the library to keep purchasing floods of second-rate books that were sure to become dead stock in a short time.

At various times during the following years the demand for a solution has been forced upon him sometimes by decreasing appropriations and at other times by the emphatic impatience of the aforementioned patrons, made doubly so by the conscientious work of a newly appointed book committee.

After the usual number of solutions that have not solved, the writer thinks he has finally hit upon, at least, a partial one.

The library public have always insisted on reading the last new and popular book, while hundreds of better ones were anxious to have the dust blown off their tops—because, principally, the last new novel is the only one he knows about.

In many cases, no doubt, this demand is only the pursuit of the "newest friend," but the writer is convinced that in the majority of instances the patron lingers in the flood of new novels because it is a charted flood; charted by newspaper reviews, publishers' advertisements, lists of the most popular books, or by alleged literary conversations.

Not very thorough charting surely, but still something of a guide; giving the adventurer a few titles, at least, to serve as landmarks in shaping a course; giving him the assurance, too, that others have sailed there before him and have found harbor, presumably.

But once let the hapless voyager push his bark into the wider sea of two-years-ago and many dangers confront and encompass him. The familiar buoys have all drifted away into the sea-of-the-inconsequent, and the only buoys left are marked with unknown devices—Hocking, Lee, Marshall, Mason, Moore, Sedgwick, Stephens, with here and

there one like Hewlett, Lever, or Seawell that he dimly remembers to have seen before. He is lost; the half familiar marks may mean a rock, a shoal, or an unfragrant mud-bank, or they may point to a fair-way; he does not know; and even the fair-way may lead to rough and tumbled waters.

Why wonder that he clings to the charted sea, the familiar sea, the modern sea? It is not a cruise he is contemplating, nor a voyage of discovery, but only a short pleasure sail; and he wants to get back home for dinner.

It is evident that if we wish to extend his cruises we must look to the buoys. Author buoys are unfamiliar; he knows but one in 50. Title buoys are worse yet; he has forgotten the 50th even. There is one kind left to consider, the ones we are already using almost everywhere else in the library,—subject buoys.

When a patron comes to the desk for a book and finds his list of new titles "all out," does he ask where the books of some familiar author are shelved? Very seldom. He goes to the new-book shelf or to those that have just been returned to the library and hunts for something familiar. Failing in this search he selects one that looks good to him and asks a question; and this question, if it be the usual one, should throw a broad light over the whole question of book classification—What kind of a book is this? Not—is this a good book? Not—is this interesting? Not—who's the author? What kind of a book is this? Is it a detective story; a love story; a problem novel; a character sketch; a sea yarn; an army story; or what? He wants to know the type, and you tell him if you happen to know. Why not let the buoys tell him?

Send a man like that down among the ordinary fiction shelves and he soon makes a bee line for the street.

Now change the buoys and the system of charting. Group all the impossible stories together, and the short stories, and the detective stories, and the historical and descriptive novels. Leave all the standard novels, those usually called for by author, where they are, arranged as they always have been—by author; moving the newly classified novels into another alcove.

Now send the patron down to the new fiction alcove. He will emerge with a book and a smile, and be perfectly willing for you to keep the last thriller for Mrs. Veneering.

The tenth man you can send to the alphabetical alcoves; he knows authors, and, if your selections have been made with judgment, he finds what he looks for.

The writer has had his fiction shelves arranged in this way for nearly two years and finds the rush for new books not nearly as great as it was under the old system. At the present time four-sevenths of his fiction

circulation comes from the classified shelves. In the first ardor of the new idea he classified a good many of the authors that should have been left together. This was a mistake that has since been rectified. He found that these authors were in demand among a literary set who knew authors, rather than types, who thought that an arrangement made for the convenience of nine persons out of every 10 reflected upon the scholarship of the 10th, and whose grievance was accompanied by an extensive vocabulary.

But the average library patron thinks of books by types, not by authors.

WILLIAM ALANSON BORDEN, *Librarian of the Young Men's Institute, New Haven, Conn.*

PERSONAL CONTACT THROUGH THE CATALOG

THE matter of improper books has been before us more or less lately, and we beg to submit one more suggestion. The attitude of the loan clerk is often at fault when she is asked for a questionable story. To a person requesting "Three weeks" we have heard a trained clerk say, as she held up her hands with Puritanic indignation, "Oh, oh, you should not read such a dreadfully vile book. Don't touch it, do try some good literature like Dickens or Thackeray." Instantly the seed of curiosity is sown and brings forth fruit, a determination to find out, "why that book is so terrible."

An example in our own experience may be of encouragement. We were assailed one day by a bobbin-setter in a gingham mill, a boy about 16 years old, with the question, "Hey, mister, ain't yer got any Diamond Dick in this place?"

"Diamond Dick? No, we have no copies of Diamond Dick. What have you read of his lately?"

"'Mystery of the bloody door-knob,' and it's er corker; ever seen it."

"Think I have and must say it had something doing in it most of the time. I tell you what though I've just been looking over a book I thought was pretty interesting, 'Frank on the gun boat.' Have you ever read it?"

The upshot of the matter was that although he did not realize it the boy went out with a book somewhat higher in character than the one for which he came in. When he had read some of Castleton and we had discussed the stories in a word or two over the desk he asked for the suggestion of another author. This happened to be Henty. Then followed Kirk Munroe, Stratemyer, Tomlinson, Coffin, Cooper, then a few books of biography, including Napoleon, Lincoln and Garfield. About two years after our

first interview we separated as my connection with that library ceased, but some time afterward I met the young man on the street and he stopped me to say, "Mr. Librarian, I think Parkman knows how to write. I've just finished 'With Montcalm and Wolf in Canada.' Doesn't it pay?"

One cannot always stand at the desk and direct the reader all the way from the yellow covered volume to what critics have called "standard," but perhaps we can make our card catalog do something to help in this way. For example: Does your library have a complete set of "Mary J. Holmes' Writings?" No matter whose fault it is that they are there. You don't like to have your patrons read them. How would this plan work? Put into your card catalog, at the end of Holmes, Mary J., a colored card to attract especial attention, with this legend:

"If you find the books by this author to your liking see"

In other places insert cards which shall politely direct readers from the less attractive to the better. So through every section of the catalog guides might be placed, suggesting a higher path to the best in literature. It must be a gradual step. The woman who comes in the night after a local production of Shakespeare asking for some of "that man John Hamlet's Murder Works," will not take with her the play of the greatest of England's dramatists, but possibly she will be attracted by Conan Doyle. She is to be met on her own level with her present need and led from it, without her once guessing from any outward suggestion that any such development is taking place, to the appreciation of the great treasures which Shakespeare has for those who read and know him.

This same kind of guide card might be used to advantage to direct readers to authors which have some similar characteristics. The literary merit of Francis Hopkinson Smith, Henry Van Dyke and Robert Louis Stevenson might make a common ground between these authors. Readers sometimes find a strain of similar mood or spirit in the stories of Elizabeth Stuart Phelps, Margaret Deland and Myrtle Reed. But the scheme should not be limited to fiction. A person who enjoys F. Hopkinson Smith's stories will probably find William Dean Howell's "Certain delightful English towns" charming. Some persons turn from Maeterlinck to Ibsen and *vice versa*. In history, in biography, in science, in fact, throughout the entire collection one finds books which suggest the reading of others. We all like the thrill of having discovered something. Let the reader find the cards in the catalog for himself, as if put there by chance, or as if meant for him alone, and you have made him happy.

JOHN ADAMS LOWE.

LIBRARIES IN BOOKSTORES.

It should be of interest to librarians to note the work of the small circulating library, run in connection with the bookstore, which, in spite of all the "privileges" of the free libraries, public and educational; in spite of the "Carnegie branch library" that embellishes nearly every district of the big modern American city, continues to thrive, somehow and somewhere, justifying its existence by reaching the need and satisfying the demand of some portion of the reading community.

The two papers printed below were both read at the recent annual meeting of the American Booksellers' Association in New York City and should prove suggestive to librarians as an indication that the service of the public library is not yet such that it is adequate to the reading needs of the public.

With the tendency towards self-satisfaction and self-sufficiency that a closely united body of workers is apt to develop it is easy to ignore other and lesser channels through which the same activities are given expression, and it is fitting that the efforts of the subscription and circulating library should at times receive attention.

I. THE CIRCULATING LIBRARY.*

It was once said "That writer does the most who gives his reader the most knowledge and takes from him the least time." Therefore, I will try to give you what facts I can concerning the Circulating Library, in as short a time as possible.

Let her who thinks the duties of the librarian are simply to stamp and hand books across the desk pause, ere she chooses this for a profession. She must know her books and study her people, making them feel she takes a personal interest in them and the books they read.

Only the librarian knows too well the problems are many which confront her. If she has solved the greatest problem of all, how to keep her temper amid the many trials and provocations of the day, she has gained a victory not to be lightly esteemed.

It was nearly three years ago I sent out my first library book, explaining to the people the books were loaned for two cents a day, no deposit required, the rental to be paid when the book was returned. I was asked of course how we dared take the risk. I answered, "We trust in the honor of the New Haven people." It is to their credit, I can say, only in a few cases has the trust been misplaced.

We tried many methods for keeping our records, but they were cumbersome and not suited for rapid work. It was a happy day when the firm consented to buy me a card filing cabinet. This I think is the quickest and most accurate system for library use. Our books are cataloged by author, each

with their own number, and easily found on the shelves. They are neatly covered with a paper cover; this is removed when the book is returned and replaced with a fresh one. It means work, but the clean appearance of our books pays for the extra trouble.

The library had only been running a short time when we were besieged to reserve books. This we decided would only lead to dissatisfaction in the end. We have therefore adhered strictly to the rule "No books reserved." To this fact I attribute in a great measure our success. Every one, no matter what his station in life, has the same opportunity to obtain the new books. I have been offered money, candy, flowers, etc., to break the rule, but our absolute refusal to do so has, I feel sure, been of no loss to us, rather a gain.

Shall we deliver books? This we debated for some time, finally deciding it would be saving of both time and money to refuse this request also. We are sincerely thankful we kept out of this pitfall. It would have taken one person's time the entire day to wrap, address books and receive telephone orders.

What to do about books that are not returned promptly soon became a problem that needed careful consideration. How to approach the delinquent and yet not offend. If the book has been out for three weeks we send a postal card with this formula printed on it. "We beg to remind you that a copy of _____ which you took out on _____ has not yet been returned." This in most cases has proved sufficient, still in all folds there are some black sheep. If after three notices have been sent the book has not been brought back, we put it in the hands of our collector. That his pathway is not strewn with roses he could tell you better than I.

Some of the excuses given why the books have not been returned are unique, to say the least. Our store was closed Washington's birthday. About three weeks afterward a book was brought in by a young lady who said, "I tried to return this book on Washington's birthday, but could not get in the store. Must I pay the extra fine?" When I called her attention to the fact that quite a time had elapsed since the 22d of February and the 15th of March, she still could not see why she was expected to pay the full amount. Another patron, after keeping out a book for over a month, returned it with this excuse: "I went to New York just after I took out this book, the maid put it in the bookcase, and I supposed it had been returned until I received your notice this morning. You surely do not intend to charge me a month's dues." The fact had the book been returned promptly, it would have been paying for itself, does not seem to occur to them.

The "pros and cons" of a Catalog were discussed at length. The library grew to such an extent it seemed wise to publish one. We do not regret the expense. Books that have been standing on our shelves for months

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have taken a new lease of life, many people saying: "I did not know you had that book in the library until I saw it in your catalog."

How many copies of the popular books to put in the library each librarian must judge for herself. It depends upon the demand and the number of patrons. We put in from 10 to 30 copies, these more than pay for themselves.

As the books in the library became soiled and the demand for others dropped off the question arose what to do with them. We clean these and put them on sale for 25c. a copy. We are always able to sell them, people coming in every day to see what I have on hand. Many libraries throughout the state buy these books in large quantities. So until the last our library book brings in an income.

In my opinion the Circulating Library when properly managed is a paying adjunct to any bookstore. The public library does not put in a large supply of fiction and it is new fiction the public taste craves. This want the Circulating Library fills at a small expense. Our experience has been that the profits from the library far exceed the profits from the sale of books. Whether the sale of fiction has decreased since the library opened we have not decided. This fact I do know—many books have been read from the library and afterwards copies bought to keep or give to friends.

Has trade in other parts of the store been stimulated since opening the library. This is a point on which we differ. I can only speak from a personal standpoint. I do know people have come into the store since the library was established who never entered it before. Many of them stop to buy things from departments near the library; there my point of view ends.

For fear I ride my hobby too long and so become tiresome, I will relate a few amusing incidents that have come under my notice.

One Saturday night a young lady rushed in and breathlessly asked if I had a Scuttle in the library. I went to the shelf, took down the "Shuttle," stamped and gave it to her. I have often wondered if she ever awoke to her mistake. A few minutes afterward a girl came in and asked for "Jim Crow's daughter." This was too much for my assistants, they started to laugh; so when I handed her "The daughter of Anderson Crow" she quickly saw her mistake and laughed with us. But best of all was the request for "The splinter's farm"; just for a second I hesitated, then realized the "Spinster's farm" was wanted. In recommending one of De Morgan's books one day I said: "Some people compare him to Dickens." The person asked: "Has Dickens written anything new lately?" And this the 20th century.

Thus goes the day's work, much that annoys mingled with much that amuses, and I am glad to say the bright spots far outnumber the dark ones.—HELEN R. MARVIN, Librarian E. P. Judd Co., New Haven, Conn.

2. THE CIRCULATING LIBRARY.*

Thirty years ago, when the writer entered the ranks of the American booksellers, the thought came to him that a circulating library would be a good thing in connection with his store; so he announced the same on the basis of an annual membership fee of five dollars, for one book at a time, with a fine of two cents a day if not returned within one week. The idea took, but very soon Mrs. Jones wanted two books at a time, so as to save car fare, then she wanted three at a time. Mrs. Brown soon found it out, and of course insisted on the same privilege. Then Mrs. Smith neglected to return books within a week, and was fined twenty cents for ten days' overtime. She appealed to the proprietor to remit it, for "it was simply an oversight, you know, and we buy all our books and stationery at this store." This constant repetition of requests for more books under one membership was repeated so often, and we had so much trouble in getting people to pay their fines willingly, that at the close of one year we decided that the only way to keep our hair from turning prematurely gray would be to abolish the library, which we did with great reluctance.

But it seems that the library microbe of 1879 had not died, as we had supposed, but had only taken a long Rip Van Winkle sleep, for in the dark business days of 1898, eleven years ago last February, when it seemed as though we could sell but few books, and these with little profit, this little fellow began pounding away in my brain one day and said, "If you can't sell all these books on your shelves, why can't you rent them, and, in that way, get something out of them, even though a little." But a miserable little pessimistic microbe heard this remark, and at once piped up with arguments against it, saying, "The idea is absurd, for, you forget, Mr. Bookseller, that the State Library, absolutely free, with 70,000 volumes, is just across the street from your front door; the Public Library, also free, with 60,000 volumes, one block around the corner; the School Library, free, with 50,000 volumes, only two blocks down the street, and the State University Library, free, with 60,000 volumes, within fifteen minutes' ride by the trolley." But the optimistic microbe would not down, and declared that all these libraries combined did not supply promptly, in sufficient numbers, the current fiction of the day, and that people would pay for reading twenty times as many books as they would purchase.

So we decided to experiment once more, and, remembering the causes that had led to the discontinuance of the former one, made a small daily rental fee of two cents a day per volume, with a minimum charge of four cents for each book issued, and no yearly dues.

*Reprinted from *The Publishers' Weekly*, May 15.

Our expectations were very moderate, and we only thought to add a little attraction to the store, so we wanted to start the library, without really having any library with which to start. This is the way we did it: the only available shelving at the time was a section about fifteen feet in length, over in a corner, where our "plug" stock had gradually found a lodging place, which we considered of little value, and was composed of all sorts and conditions of unsalable books. Right in the centre of this burial ground of the book department, we vacated one single shelf, and filled it with one copy each of the latest novels — just fifteen books all told. We then put up a sign over the entire length of the section, "Circulating Library," and announced in the reading columns of the three daily papers that we had started a library where the current fiction could be rented for two cents a day.

Within an hour after the morning papers had been read Mrs. A., our first library customer, God bless her, comes in and says, "I see that you have started a library, Mr. S., where is it?" "Right down this way," we reply, and we escort patron number one to the graveyard, and pointing to the sign, proudly announce, with a full sweep of the hand, "there is our new library." The patron steps up to the section, takes down the first book near her, and finds Baxter's "Saints rest"; then another, Fox's "Book of martyrs," and disappointedly asks, "Don't you have the late books?" "Oh, yes," we reply; "come right down this way," and we proudly take her to the one lone solitary shelf of the latest fiction, where she is delighted to find just the book she wanted, and we quickly make the first issue out of "Smythe's Library." In a few minutes Mrs. B. comes in, asks the same questions, and she, too, not feeling in the mood for the books her great-grandfather enjoyed so much, is taken to the one lone shelf of up-to-date fiction, and is made happy with issue number two.

In this way did the library actually start, and gradually the new fiction took the place of the plugs, shelf by shelf, as the demand increased. We had already decided on open shelves, so that patrons could make their selections readily, bringing the books to the librarian for issue. At the close of the first week we selected the bright young woman in our employ, to make her first duty the care of the library, with the following policy, not to be changed, whatever the result, until we had the experience under its working for one full year. Any book of fiction asked for, if not already on the list was to be added at once from the store. If not in stock, to be ordered and promised the patron within five days. Our motto was, "The book you want, when you want it, as long as you want it, for two cents a day." No deposit was required from residents of our city, membership being simply the signing of a card, agreeing to the

rules, and giving street address of the applicant.

We had no idea of building up a large library, but it grew from month to month, and in many directions not anticipated. Patrons asked for many of the old standards, as well as the new books; their children wanted juveniles, and, under our first year policy, they were all supplied. Occasionally a book other than fiction that was in the store was wanted; we did not feel that we could let it out for only four cents, so we raised the minimum amount on special cases to twenty-five cents for twelve days or less, keeping the two cents a day as the standard rate. The people asked if we could not deliver books ordered by phone, so we added a boy and his wheel to do this, stipulating, however, that books ready for return would only be brought back by our boy when delivering others to the same patron to take their place. Then some patrons said it was a nuisance to scrape up four or six cents every time they returned a book, so we got up a little folder of perforated library stamps, size of a postage stamp, fifty-five in the folder, which we sold patrons for one dollar. At first we delivered these to each patron as purchased, but so often they neglected to bring them, or mislaid them, that gradually we arranged to keep these books at the library desk, and detach the stamps as books were returned. Then some of the good people said, "Why can't we rent the popular magazines for the same little two cents a day," so we added them in limited quantities; then they said, "Oh, do please put in the fashion monthlies," so in they went, and we wondered what would come next. We soon found out, for in a few days, when a prize spelling or word contest was interesting the people, one of the bright contestants for the prize called and said she was informed that at Smythe's Library she could rent Webster's International or the Standard Dictionary for only two cents a day. We nearly fainted, but finally agreed to the proposition, with a limit of a hundred and fifty days as the minimum time. We should not have been at all surprised if, on coming to the store the next day, had we found that the old clock, the show cases and counters had gone out of the front door, rented at two cents a day.

The original space given to the library was soon outgrown, removed to a larger one, which was in time inadequate, and we began to wonder whether we were running a bookstore, as we thought, or had been metamorphosed against our will into a library. The store room could not be enlarged, and the thing we had started as a little attraction was taking up space that the store proper simply must have, otherwise the store must actually surrender as beaten by this young infant prodigy. Something had to be done, and done quickly. Our business offices were across the rear of the double store room — about forty-two feet wide. We took them all

out, put a cash register into a four by four aisle space near the front, and did without any offices, in order to give the space to the library and reading room around it, so as to give the poor old bookstore a chance to live in the same room without a constant quarrel.

This move located it where a library ought to be—in the rear of the store, so that the patrons must see all you have for sale every time they change books.

Saturday, of course, is our best day of the week, but it would not be so if all of our patrons were like the good old soul, of New England ancestry, who sent in from the country village near us for some books on Wednesday, and returned them on the next Tuesday with a note saying, "I enclose stamps for the rent of the books, not counting for Sunday, as I never read fiction on that day."

Now do not think from this little history that if I were to start a library now I would do it in the way that this one was developed. With my experience, I would go at it very differently. Instead of one shelf of fifteen books, I would make a representative showing with five hundred volumes at least, using a liberal number of the most popular reprints with the best of the current fiction. I would not issue the magazines, fashion monthlies, or unabridged dictionaries. I would not deliver books unless at the expense of the patron for messenger.

It is open to question whether more than two cents a day can be charged successfully. We think not, but we are of the opinion that a minimum charge of six cents, if established at the start, can be made as well as our four cents. We are thoroughly convinced that a straight rental of two cents a day as against any annual, monthly or weekly dues, with fines for overtime, is essential. There is all the difference in the world between an agreement for daily rental and a fine, although each may seem to produce the same result. A fine implies punishment for wrong doing, and is paid with the utmost reluctance, while an agreed rental is an honest debt. One of our good patrons who had previously used the Public Library, and been fined once in a while, told us that it always made him angry to pay it, while with us he paid rent every day without the slightest regret.

At first thought it would seem as though a library in a bookstore would reduce the sale of fiction. Possibly so to a limited extent, but the people who have been buying their books will rent twenty or forty times as many as they would purchase outright, and the larger income will come after all from the people who would otherwise depend upon the public libraries, unsatisfactory as they usually are for current fiction.

Do we lose any books? Yes, a few, but that does not worry us. The percentage of losses to the whole issue is very small, and the actual value of the second-hand books very little at the best.

A. H. SMYTHE, *Columbus, O.*

SAMUEL SWETT GREEN—AN APPRECIATION*

By AUSTIN S. GARVER

Reprinted from the *Worcester Magazine*.

"THERE is no city so great or renowned that it does not wear its library as the chief jewel in its crown." This statement of Senator Hoar may be taken as expressing the feeling of the people of Worcester towards their Free Public Library. They have supported it generously, and their use of its facilities has showed a steadily growing appreciation of its value. They may well take pride in its history and in what it has accomplished.

The library was founded in 1859 through the liberal gifts in books and money of Dr. John Green. It was opened to the public in 1860, and in the following year occupied the building erected for the purpose on Elm street. From a quiet and modest beginning it increased rapidly in size and efficiency, its scope widened, its methods were constantly improved, its influence spread and deepened, and its reputation extended, so that it was soon recognized as one of the foremost libraries in the country. Worcester has much reason for congratulating herself on an institution that has been so useful at home and has given her so much renown abroad.

The success of the library is due, in large measure, to the long and notable service of its librarian, Samuel Swett Green. His connection with it covers a period of 42 years, first as director for four years, and since 1871 as its executive head. And now that he has resigned his high office, it is fitting to look back at the period just closed and to attempt some appreciation of the service that has been rendered. For this purpose nothing more is required than a plain statement of facts. When Mr. Green took charge of the library in 1871, it was still in its infancy and had made little impression on the community. Few availed themselves of its advantages. In fact, people generally did not know what use they could make of it. The first thing to do was to educate them to think of the library, not merely as a receptacle for books, or an opportunity for students, but as a place to obtain information and help in answering questions on every possible subject. And the next thing to do was to equip the library to meet these awakened needs by multiplying books of reference, by making the reading-room attractive, and, above all, by a spirit of cordial and hospitable welcome for every inquirer.

In these things was struck the keynote of the policy of the new librarian, and there is no better evidence of his signal fitness

*Samuel Swett Green was born in Worcester, Feb. 20, 1837, son of James Green, of Worcester. After elementary education in various schools, Mr. Green entered the Worcester High School in 1849, graduating in 1854. In 1858 he graduated from Harvard and from the Divinity school in 1864.

for the position than his clear perception at the very beginning of his official career of what one of the chief aims of a free library should be. It was a novel doctrine then. Even librarians had not awakened to the need of such a development, so that when, in 1876, at the meeting in Philadelphia, where the American Library Association was formed, Mr. Green read a paper advocating closer personal relations with the people, and describing the practice that had been followed here for several years with great success, his communication made a profound impression. It was received with as much surprise as approbation. Its recommendations were discussed in leading newspapers, and almost at once the methods that had been first put in operation here attracted attention throughout the country. The *New York World* went so far as to suggest that all public librarians and their assistants be required to pass an examination on the contents of this address. The plan thus outlined has been followed to the present time, with the result that the reference department increased during the first five years more than three-fold, and has been resorted to more and more by every class of inquirers, so that now over 80,000 volumes a year are given out for consultation alone.

In another important direction Mr. Green's administration led the way for the libraries of the country. He was the first to establish close and helpful relations between the library and the public schools. The feasibility of this kind of work was questioned for a time, but it was demonstrated here not only that it could be done, but that it was a means of great benefit both to teachers and pupils. It was evident at once that studies, especially in history and literature, were made more vivid and real through access to a larger range of books and illustrations. It was but another step in this direction to place in the schoolrooms themselves small collections of books, to guide children in their reading as well as to aid them in their studies. The success of the plan was so complete that now the ideas which were enunciated and practiced here are accepted principles of library economy everywhere, in Great Britain as well as in the United States.

In the effort to encourage popular interest in and appreciation of art, the library has taken a leading part. In connection with the Art Society, of which Mr. Green was at one time president, and in which he has always been interested, it has held many exhibitions of great educational value. It has also given frequent exhibitions from its own splendid treasures. In carrying out the plans of the librarian for the diffusion of knowledge in the things of art, the library has made a fine collection of over four thousand of the best photographs of the masterpieces of painting and sculpture, which are used freely for the instruction and enjoyment of old and young.

In his efforts to make the library serve the greatest possible number, Mr. Green has not

overlooked the needs of the special student. He was a pioneer in the movement for a system of inter-library loans, which is now in general use in this country. By this arrangement a person engaged in making special investigation has the resources of the libraries of the country placed at his hand.

This is a record of notable achievement, especially when viewed as marking the development of the public library from a semi-private collection of books to a vast central educational institution deserving the appellation of "The People's University." And in this remarkable progress in which Worcester always had a place among the leaders, there were no violent changes. It was the natural evolution of one governing idea. Mr. Green recognized at the beginning that "the test of the success of a library is its usefulness." The simple desire to make the library useful in the highest degree to all the people was the spring of his plans and efforts, and the guide of his enthusiasm. It was this that prepared the way for every new venture, and made the step, however bold, a safe one for others to follow.

He was ever an ardent advocate of his methods, both by voice and pen. Papers and reports on a great variety of subjects connected with library administration are to be found in professional publications, and have been printed in separate pamphlets, or in volumes which he has edited. His influence has spread far, and even in England, France, Germany and Denmark the work done in Worcester has been studied as an example to be followed.

The high regard in which he is held by the profession is indicated by the honorary positions he has occupied. He was one of the founders of the American Library Association, of which he was twice vice-president and once president, and its delegate to the International Congress in London. He is, also, a life fellow of the association, was for several years chairman of its finance committee, and the first president of its council as at present formed.

He is an original fellow of the Library Institute. He has been a member of the Public Library Commission of the Commonwealth since its appointment by the Governor, and has done excellent service in that capacity, so that there is not a town in the state that has not a library. He was for many years a member of the Committee of the Overseers of Harvard University to make an annual examination of the University library, and occupied a similar position for one year at Boston Public Library. He delivered annual courses of lectures on "Public libraries as popular educational institutions" to the students of Library economy at Columbia College, and, also, lectured at the Library School in Albany. He was, also, one of the founders of the Massachusetts Library Club and its first vice-president. Besides being a life member of this club, he is, also, a member of several other library organizations.

At the meetings of the International Congress of Librarians in London, 1877, which, as stated above, he attended as a delegate of the American Library Association, he was a member of the council of that body. The Library Association of the United Kingdom was formed at that International Congress and Mr. Green was soon after made an honorary member of that association. At the International Congress held in Chicago in 1893 Mr. Green presided for a day at a meeting of the Congress and on another day at a meeting of the American Library Association held at Chicago University. At the international Congress of Librarians held in London in 1897 Mr. Green was vice-president.

Besides this professional activity Mr. Green has been an honored member of various historical and other organizations, like the American Antiquarian Society, of which he has been a member of the council since 1883, the American Historical Association, the New England Historic-Genealogical Society, the Colonial Society of Massachusetts, and has contributed to their proceedings historical and biographical sketches of importance, some of which have had separate publication and have been mentioned in a complimentary manner by historians. He has, also, for many years been a fellow of the Royal Historical Society of Great Britain and a member of the Committee of the School for Classical Studies at Rome. He is a member, too, of several patriotic societies, among them the Society of Mayflower Descendants, the Old Planters' Society and the Descendants of Colonial Governors. He is further a member of several social organizations, as the Worcester Club, and the St. Wulstan Society, Worcester, and the University Club, Boston, and has found time for an active participation in affairs of general interest, as treasurer of the Natural History Society, treasurer of the Public School Art League, president of the High School Association, trustee of Leicester Academy. This list, which might be greatly extended, is sufficient to show the esteem in which he is held by his associates and fellow citizens.

But it is by his work as librarian that he will be best remembered. By birth and education, by local and family traditions, by ample culture enriched by travel, he had peculiar fitness for the high position to which he was called 38 years ago, and which he has filled with so much distinction. By nature and habit a student, he met the problems he had to face with keen insight, and showed a rare executive capacity in their solution. Earnest and indefatigable in carrying out his own methods, he had always a quick and generous appreciation of the excellence of the work of other men. He bent all his ability and energy to the one end of making the library a power in the community, and success has crowned his life-long endeavor.

What the Worcester Free Public Library is to-day is due in part to the generous finan-

cial support of the city, to the care and intelligence of the Board of Directors, to the loyal corps of assistants inspired by the ideals of their chief, but most of all to the librarian himself for the wisdom, energy, tact, patience, versatility, geniality and sympathy which he has brought to the discharge of his duties.

Mr. Green is fortunate in that his long service has enabled him to bring his plans to successful completion. Coming to the position while yet a young man, he has given his whole life to this noble public service. He has realized what President Eliot called the secret of the happy life—"the most satisfactory thing in all this earthly life is to be able to serve our fellow beings." This solid foundation for contentment surely is his. He has found joy in his work, and perpetual youth in his relation with young people. He has himself said: "There are few pleasures comparable to that of associating continually with curious and vigorous young minds, and of aiding them to realize their ideals."

In the hearts of the thousands he has helped, as well as in the visible institution he has directed and stamped with his own genius, he has left a memorial with which he may well be content. And as he retires from the exacting detail of official duty, to enjoy the "still air of delightful studies," which have been the solace of all his years, he bears with him the thanks, the good wishes, and the high regard of the whole community.

Servus in caelum redeat.

FROM THE LIBRARY COPYRIGHT LEAGUE

(Reprinted from *The Dial*, May 16)

To the Editor of The Dial.

It was to be presumed that the passage of a new copyright act by the last Congress would end copyright discussion for a time. It would please those who have opposed the contentions of the American Publishers' Copyright League if the matter could have rested at least until the next session of Congress.

We cannot allow, however, the glaring misstatements contained in Mr. George Haven Putnam's letter in your issue of April 16th to go unchallenged, if only for the sake of truth.

All of the arguments which he advances were ably presented to the committees on patents, both by Mr. Putnam and the legal advisers associated with him. The committees, who gave four years to the study of the subject, and made the fullest examination, recommended the new bill unanimously; it is evident that these gentlemen were not favorably impressed with the justice of the arguments against importation for use and not for sale.

Mr. Putnam's arguments are, if we understand them, as follows:

1. Importation of copyrighted books is forbidden in England, but allowed in the United States by the new law. The truth is that non-British editions of books *originating in England* are forbidden importation if imported for sale and copyrighted in England. Precisely the same applies in the new law. Foreign editions of books by an American author are forbidden importation by individuals. Foreign editions of books by an English author are not forbidden importation into the United States, when imported for use and not for sale. Foreign (American) editions of books by an American author are not forbidden importation into England. The conditions are absolutely the same, except that libraries are allowed unrestricted importation of single copies of any book in the new United States law.

2. The privilege of importation of copyrighted books for individual use was "interpolated into the act of 1891 during the last hours of the session." This is simply an absolutely false statement. The matter was debated in the Senate on several occasions. Anyone desiring to read the speeches in favor of this provision should examine Vol. 22 of the *Congressional Record*, beginning on February 9, 1891. They will find speeches by Senator Frye, Senator Sherman, and others on this very matter.

3. Mr. Putnam cites the Cambridge History of English literature as showing the injustice of the law to the American publisher. Let us look at the facts. This work sells, in the American edition, to the American private student, for \$2.50 per volume. The English edition sells to the English student for seven shillings and sixpence, which at the usual rate of exchange means \$1.82. To import a copy of the work, through an importer in New York City, will cost about \$2.30. It could not be imported for this price through some of the houses which charge such rates for importation as would be charged "if imported through the American copyright proprietor." It can be imported, for a library, for about two dollars, not as Mr. Putnam says, for more than the American edition costs, "equally attractive in form." From many years' experience, we can confidently say that many of our English purchases cost us over twenty per cent. less than the best American price, and, as it often has been six months before an American edition is published, we can wear out a copy of the book before the American publisher decides it is a commercial success to publish it. The English editions are often better.

4. Mr. Putnam wants us to import "under the permission of the owner of the copyright." This was the "joker" on which the publishers chiefly relied to establish a control of prices. Suppose the "owner of the copyright" asked a price equal to one dollar for every shilling that the book cost in England. Why shouldn't he? Where would the American student be then? Just where

the publishers of books have been trying to put him, entirely at their mercy.

It is a well-known fact that the American Publishers' Association has been trying to increase the price of books to "all the traffic will stand" for a long time. If it had not been for the fear they would be prosecuted for infringement of the Sherman law, they would have kept up their open agreement to control book prices, instead of as at present doing it under the cover of "advice to the members." Frightened by a decision in Pennsylvania in the "retail drug" cases, they pretended to abrogate their agreement in January, 1907. They have tried to establish their monopoly by suits at law by an attempt to have monopoly clauses inserted in the copyright bill, and, as a last resort, their printers asked the Committee on Ways and Means to do away with free importation, and raise the duty from 25 per cent. to 75 per cent. They failed in the courts, they failed in the copyright bill, and they will fail in the tariff bill.

Mr. Putnam alleges that "the librarians who have standing arrangements with purchasing agents in London, find it an inconvenience to instruct these agents to except from their shipments books which are being produced in Copyright American editions." This statement is so remarkable and so contrary to what we know from personal experience of the practice of libraries that Mr. Putnam ought to give the basis of this statement in order to obtain any credence for it.

One more point. The English author gets less royalty for a copy of his book sold in America than for a copy sold in England. The usual royalty for the colonies and America is one-half that for Great Britain, just as the royalty for an American author for copies sold in England is usually one-half that for copies sold in America. The object of a copyright bill, we have supposed, was to secure remuneration to the author. Mr. Putnam's prohibition of importation would result in less royalty to the man who wrote the book, and a higher price to the man who wants to read the book. It would result in the impoverishment of both for the benefit of an American publisher. It would prevent, instead of assisting, the free spread of printed thought.

No foreign nation has a law which forbids the importation of books for use and not for sale. A lengthy compilation by the Librarian of Congress establishes this fact, and all the great legal authorities on copyright announce this privilege of importation as existing. In Canada, such importation is compulsory on the copyright proprietor. These facts should be known, and should not be misrepresented.

BERNARD C. STEINER, Enoch Pratt Free Library, President Library Copyright League.

W. P. CUTTER, Forbes Library, Secretary.
MAY 1, 1909.

AMERICAN LIBRARY INSTITUTE

QUOTING section 6 of the A. L. A. constitution:

"The board shall nominate and the Institute elect by ballot, for a term of three years, a president as the representative head of both Institute and board."

Agreeably thereto the Institute Board nominates Dr. Arthur E. Bostwick, of New York City, for election as president.

The death of Dr. James H. Canfield, March 29th, caused a vacancy on the board. To fill that vacancy, for the remainder of a term ending with 1911, Mr. Henry M. Utley, of Detroit, Mich., is nominated.

Each Fellow is requested to send to the secretary, at earliest convenience, his or her confidential vote upon said nominations.

Section 9 of the constitution requiring at least two meetings of the Institute annually, the board calls one to be held at Bretton Woods (White Mountains), New Hampshire, Saturday, June 26th next, at 5 p.m.

HENRY J. CARR, Secretary.

American Library Association

CONFERENCE NOTES

Program. First general session: An address by Governor Quimby of New Hampshire. President's response and annual address, Co-ordination or method in co-operation.

Second general session: Topic, Library co-ordination. Papers on Storage for libraries, with branches, F. P. Hill; Reservoir libraries, N. D. C. Hodges; County libraries, J. L. Gillis; The bookwagon, Mary L. Titcomb; Clearing houses, H. W. Wilson; Inter-library cards, John Davidson.

Third general session: Topic, The school and the library. Addresses are arranged for from Supt. J. E. Banta on "The school's point of view," and from J. C. Dana; others will be announced later.

Chalmers Hadley will present a paper, "The trend of library commission work," on behalf of the League of Library Commissions.

Fifth general session: Illustrated paper—The paper and binding of lending library books—Cedric Chivers; Criteria for selection of technical literature, E. F. Stevens; Recent books for boys: a symposium, conducted by A. E. Bostwick. Full program to be supplied.

Ample time has been allowed for discussion of all papers presented at the general sessions.

The official program, including those of the sections and affiliated societies, will be printed June 10. Those not receiving it in advance will find copies at the conference.

New Hampshire Library Association will

hold its regular annual meeting at Bretton Woods on Friday, July 2. Illustrious library sons of the Granite state, now living outside its borders, will provide the program.

Library training. A round table for which the program has been prepared by the committee on library training will be held on Wednesday, June 30. Mr. H. E. Legler is to preside.

Legislative reference work. This topic is the sole one at a joint session of the National Association of State Libraries and the American Association of Law Libraries. The College and Reference Section will also discuss a paper on Municipal legislative reference work, by Samuel H. Ranck.

Government documents are also in favor as a topic for two programs. The committee on public documents announces a Round Table similar to those held at Asheville and Minnetonka, and Thomas L. Montgomery will lead the discussion on another phase of the subject before the state librarians. Mr. William L. Post, U. S. Superintendent of Documents, is on both programs.

Post-conference trip. The "Mountain and Shore" post-conference outing will be in two chapters. The "Mountain" coaching party, limited to 77 persons in seven six-horse coaches, will spend four days in compassing the presidential range. Each coach party of 11 will be the same for entire trip, but occupants of front seats change each half day.

The "Shore" chapter comprises three days at Sparhawk Hall, Ogunquit, Maine. A total of \$30 pays all expenses for both parts, \$25 and \$14, respectively. All registration and correspondence for the post-conference should be sent to F. W. Faxon, 83 Francis street, Boston. Full particulars and exact itinerary are in the *A. L. A. Bulletin* for May.

Golf. Unusual facilities for golf are almost instantly available at Bretton Woods, and the management of the Mt. Washington hopes they will be largely used.

Sunday train. The Boston and Maine Railroad will run a special train from Woodsville (Wells River) to Bretton Woods on Sunday afternoon, June 27, leaving after arrival at Woodsville of the regular Sunday trains from Boston, Montreal and the west.

Hotel rates and rooms. The following accommodations are still available:

One in a room without bath, \$4 per day.

One in a room with bath, \$6 per day.

Two or more in a room without bath, each \$3 per day.

The rate for bath for two or more persons is \$2 per day additional, whether it is attached to one room, two rooms or a suite.

(Thus two rooms with bath between, occupied by four ladies or four gentlemen, will cost each person \$3.50 per day. One room with bath occupied by two will cost each person \$4 per day.)

All advance reservation for rooms should be addressed to the secretary, J. I. Wyer, Jr., State Library, Albany, N. Y. Those reserving before June 10 will get specific assignments, giving room numbers and terms with printed baggage tags, before June 20. Those reserving after June 10 will find assignments waiting for them at Bretton Woods.

Baggage. All baggage should be marked with owner's name (room no. if known), followed by American Library Association, Mt. Washington Hotel, Bretton Woods, N.H.

The hotel will carry trunks to and from station at 25 cents for the round trip, to be charged in bill and not paid to drivers.

Passengers accompanied by hand-baggage will be carried on hotel bus at same rate.

COLLEGE AND REFERENCE SECTION

Program for the Bretton Woods conference. William W. Bishop, Library of Congress, chairman; Elisa M. Willard, Carnegie Library, Pittsburgh, secretary.

First session

I. The relations between branch libraries and the central collection in reference work:

1. Sketch of the history of branch libraries in the United States. (N. D. C. Hodges, librarian, Cincinnati Public Library.)
2. Limitations of reference work in branch libraries. (Miss C. E. Wallace, Carnegie Library, Pittsburgh, Pa.)
3. Practical experience in meeting this problem in—
 - (a) The Boston Public Library. (Horace S. Wadlin, librarian.)
 - (b) The New York Public Library. (H. M. Lydenberg, reference librarian.)
 - (c) The Brooklyn Public Library. (Walter B. Briggs, reference librarian.)
 - (d) The Cleveland Public Library. (Herbert Hirshberg, reference librarian.)

II. Municipal legislative reference libraries: Should they be organized under the public library of the city? (S. H. Ranck, librarian of the Grand Rapids Public Library.)

Second session

Problems arising from the size of great collections will form the basis for discussion in the several papers.

1. The use of the telautograph at Yale University. (J. C. Schwab, librarian.)
2. Problems arising from the size of card catalogs. (C. W. Andrews, John Crerar Library.)
3. Principles governing the selection of a reference collection in—

(a) A great university library. (Willard Austen, librarian Cornell University.)

(b) A great public library. (William Dawson Johnston, assistant librarian, Brooklyn Public Library.)

4. A central storage and lending collection for university libraries. (William C. Lane, librarian, Harvard University.)

COMMITTEE ON LIBRARY TRAINING

Miss Mary W. Plummer, chairman of the Committee on Library Training, would be glad if the library schools, summer schools included, would send her their latest circulars as soon as possible, in order that the committee may report at the meeting of the A. L. A. in June.

TRAVEL ANNOUNCEMENTS FOR CONFERENCE PARTY.

A rate of one fare and three-fifths for round trip has been granted on certificate plan from points east of and including Chicago and St. Louis, and north of the Potomac and Ohio Rivers, including eastern Canada. Tickets sold from June 23-28 and good returning from Bretton Woods up to and including July 12. Those taking advantage of this special rate should go to station half an hour at least before train time, and purchase a ticket one way, *taking a certificate*, which, having been signed by the secretary at the meeting, will entitle holder to purchase a return ticket over the same route for three-fifths regular fare. No stop-over returning is allowed on these tickets.

The excursion rate from Chicago to Fabyans (Bretton Woods) via Canada is \$25.95 (over \$5 cheaper than the special A. L. A. rate), and this should be used by all attending from Chicago and points west thereof. These tickets are good returning thirty days from date of sale, and stop-over on return trip is permitted at all points in Canada, and at Detroit. This special excursion rate of \$25.95 will be good also from Detroit on tickets bought at the Wabash City ticket office, Detroit.

There are no through Pullman sleepers from the west to Bretton Woods, except on special A. L. A. train (see below, under Middle Western Party and St. Louis Party).

From New York City no through trains run to Bretton Woods until Monday, June 28, but should enough people apply, a Pullman sleeper will be arranged for Friday evening, June 25. There are no Sunday trains. (See below, under New York Party.)

From Boston there are no through trains until June 28. (See below, under Boston Party.)

Those intending to take post-conference trip should see that all excursion tickets purchased allow of return via Intervale, N. H. (Maine Central R.R.), and thence Boston & Maine R.R. to Boston.

Rates to Bretton Woods (or Fabyans).

| From | Regular one-way fare | Round trip Excursion | Round trip if certificate plan, including visé |
|---|----------------------|-------------------------|--|
| BOSTON, via Intervale | \$3.95 | None | \$6.57 |
| One way special party ticket, \$3.50. | | | |
| NEW YORK, via Connecticut River Line (direct route) | 7.98 | *\$15.50 Double one-way | 13.02 |
| via Boston, all rail | 8.60 | Double one-way | 14.01 |
| via Sound boats | 7.60 | Double one-way | 12.41 |
| via Metropolitan S. S. Co. (Steamers Harvard and Yale) | 7.95 | Double one-way | None |
| PHILADELPHIA, via New York City, all rail | 10.23 | *19.50 | 16.62 |
| via Boston, all rail | 10.85 | *21.20 | 17.61 |
| via Boston, Colonial or Federal Express | 11.60 | *22.50 | 18.81 |
| via Sound boats | 9.85 | *19.20 | 16.01 |
| via Metropolitan Line boat | 9.85 | *19.20 | None |
| WASHINGTON, all rail direct | 13.63 | *25.50 | 19.66 |
| via Boston, all rail | 14.25 | *27.20 | 23.05 |
| via Boston, Colonial or Federal Express | 15.00 | *28.20 | 24.25 |
| via Sound boats | 13.25 | *25.50 | 21.45 |
| via Metropolitan Line boat | 13.25 | *25.50 | None |
| CHICAGO, via Canada | 19.43 | *25.95 | 31.33 |
| CINCINNATI | | | 30.33 |
| TORONTO | | | 22.73 |
| BUFFALO | | | 20.25 |
| CLEVELAND | | | 25.81 |
| DETROIT | | | 27.45 |
| Tickets purchased at Wabash City ticket office, Detroit, round trip, \$25.95. | | | |
| St. Louis, via Detroit and Canada | 26.57 | *33.70 | 49.76 |

* Good all summer. † Good returning 30 days from date of sale. a Metropolitan line does not grant † certificate rate.

In order to accommodate those who wish to travel together, special parties will be made up from (1) Boston, (2) New York, (3) Middle West, and (4) St. Louis, in charge of members of the A. L. A. Travel Committee, and notification of intention to join any of these parties must be sent to the person in charge before June 20, that proper equipment may be provided. Special baggage tags will be provided.

Boston Party.—Notify Mr. Frederick W. Faxon, 83 Francis street, Fenway, Boston.

Special coaches (or special train, if 100 go) and parlor cars if desired, will be attached to train leaving Boston, Monday, June 28, at 9.25 A.M. over the Boston & Maine R.R. and Maine Central R.R. via Intervale, due to arrive at Bretton Woods at 3.46 P.M. This train passes through Lynn, Salem and Newburyport, Mass.; Portsmouth and Rochester, N. H., where members may join the party. This route has been selected as giving the most scenic part of the mountain region, and those who have never been through the White Mountains or Crawford Notch will thoroughly enjoy this mountain ride.

Those from Boston or within 50 miles thereof, who desire to take the post-conference trip, or return a different way, or stop over returning, will find it cheaper to travel

from Boston to Bretton Woods on the special party ticket held by Mr. Faxon, and the amount to cover this (\$3.50) should be sent him not later than June 20. Those holding tickets via Boston and wishing to join this party should see that their tickets read Boston & Maine R.R. via Intervale, N. H. Those who wish to return direct before July 12 should buy regular and way tickets, and ask for certificates. This special party will comprise (a) those who send Mr. Faxon \$3.50 for special party ticket; (b) those from more distant points who have excursion tickets via Boston and Intervale, N. H.; (c) those who have certificate plan tickets. All must notify Mr. Faxon, that sufficient cars may be provided.

Parlor car seats, \$1, will be reserved on receipt of the amount by Mr. Faxon, but comfortable coaches will be provided and this expense can be saved.

Note:—Should a sufficient number desire to go to Bretton Woods on Saturday, June 26, a special coach will be provided, leaving Boston at 8.45 A.M., due at Bretton Woods at 4.50 P.M., giving two hours stop-over at Intervale, N. H.

New York Party.—Mr. F. W. Jenkins, member of A. L. A. Travel Committee, 153 Fifth avenue, New York City, in charge of arrangements.

Special parlor cars (no coaches) will leave New York, Grand Central Station, New York, New Haven & Hartford R.R., via Springfield and Connecticut River Line, Monday, June 28, at 9.50 A.M., due to arrive at Bretton Woods at 7.45 P.M. (Do not reckon on baggage arriving until Tuesday night.) Send Mr. Jenkins \$2 to cover parlor car seat before June 20. There is no regular service from New York until June 28, but should sufficient numbers apply, a special Pullman sleeper will leave New York, Grand Central Station, Friday evening, June 25, arriving at Bretton Woods Saturday forenoon. Apply to Mr. Jenkins at once for this.

Those desiring to take the post-conference trip will save money to go via Boston and Intervale, N. H., and buy regular excursion tickets, not special certificate plan tickets. This applies to New York City, and south to Washington, D. C., and west to Pittsburgh. Notify Mr. F. W. Faxon, 83 Francis street, Fenway, Boston, if you desire to join Boston party.

Those wishing a pleasant excursion from New York via Hudson River and Lake George, can leave New York from Pier No. 32, North River (foot of Canal street) at 6 P.M., Saturday, June 26, by People's Line steamer, arriving at Albany, Sunday, June 27, at 6 A.M. Leaving Albany at 7.15 A.M. over Delaware & Hudson R.R.; arrive at Lake George 9.40 A.M. for steamer trip through the lake to Baldwin, and through Lake Champlain, arriving at Burlington, Vt., at 5 P.M. (Spend night at Van Ness house.)

Monday, June 28, leave Burlington at 10.40 A.M., and reach Bretton Woods 4.22 P.M. Rate for this trip, \$10.85. Staterooms, meals, hotel and parlor cars, extra. Mr. George E. Marsters, ticket agent people's Line, 31 West 30th street, New York, will make all arrangements, including stateroom reservations, for any who desire this excursion. Certificate plan tickets do not apply this way.

Middle West Party.—Mr. C. H. Brown, member A. L. A. Travel Committee, care John Crerar Library, Chicago, in charge.

Itinerary: Leave Chicago, Wabash R.R., 11 P.M., Saturday, June 26. Leave Detroit, Canadian Pacific R.R., 8 A.M. (or 12.30 noon), Sunday, June 27; arrive Toronto, 4 P.M. (or 9.15 P.M.), Sunday, June 27; arrive Montreal, 7.30 A.M., Monday, June 28; leave Montreal, Canadian Pacific R.R., 9 A.M., Monday, June 28; arrive Fabyans (Bretton Woods), Maine Central R.R., 4.50 P.M., Monday, June 28.

Those who wish to stop over for four hours in Detroit can leave Detroit at 12.30, Sunday noon, reaching Toronto, 9.15 P.M., in time to leave at 10 P.M. with the main party.

Pullmans will run through from Chicago and Toronto to Fabyans on A. L. A. special train. On other trains a change of Pullman, but not of station, will be required at Montreal.

Excursion tickets from Chicago to Fabyans (Bretton Woods) good thirty days from date of sale, \$25.95. These tickets are good for stop-over, returning at Detroit and all points in Canada. A thirty-day ticket from Detroit will be sold for this occasion only, and must be bought at the Wabash City ticket office, Detroit. Those who reach Detroit Sunday morning can procure the round trip tickets on the train of Mr. Brown, if he is notified ahead.

The fare from Chicago to Boston via Fabyans and return is \$30.65. Stop-overs at Fabyans are not allowed on these tickets. Those who wish to go to Boston will be required to pay the fare from Fabyans to Boston (\$3.95) in addition to their Boston ticket (\$30.65).

Pullman fares on special train: Chicago to Fabyans, \$5.50; Detroit to Fabyans, \$4.50; Toronto to Fabyans, \$3. A deposit of the Pullman fare should be made by June 20, with Mr. Charles H. Brown, The John Crerar Library, Chicago, Ill. Delegates from Cincinnati, Detroit, Cleveland, Toronto and Montreal, who wish to go via the Montreal gateway, should register for this trip with Mr. Brown. Cleveland people may join either at Detroit or Toronto, though, if using the 30-day excursion, it will be better to go to Detroit. Members from Indiana, Michigan and western Ohio should join party at Detroit. Those from eastern Ohio and Buffalo join at Toronto.

For information as to optional steamer trip on the St. Lawrence (about two days, and about \$8 extra), for return via New

York, and for fare going and returning via Boston, please communicate with Mr. Brown. Reservations will be made for those who wish to go on earlier train. If a sufficient number request, a Pullman will run through on train leaving Chicago at 11 P.M., Friday, June 25.

Post conference people should plan to return via Intervale and Boston.

St. Louis Party.—Address Mr. Paul Blackwelder, of A. L. A. Travel Committee, care St. Louis Public Library, St. Louis, Mo.

All from southern Illinois, Missouri and Southwest should plan to join this party. The excursion tickets, \$33.70, from St. Louis to Bretton Woods (Fabyans) and return, good for 30 days, are much cheaper than the fare and three-fifths certificate plan. A party will be made up to join the Chicago party either at Detroit or Toronto, leaving St. Louis Saturday, June 26, at 8.30 P.M., over the Wabash and Canadian Pacific R.R., due at Bretton Woods Monday, June 28, at 4.50 P.M. If enough persons apply to Mr. Blackwelder before June 20, a Pullman will be run through without change. Berth in sleeper \$7 one way. Those who desire to take part of the journey (Toronto to Montreal, or Kingston to Montreal) by boat, at slightly increased expense, should correspond with Mr. Blackwelder.

SPECIAL EXCURSION, JULY 4, 1909

Franconia Notch, The Flume, and Old Man of the Mountain.

(Read T. Starr King, *The White Hills, their legends, landscape and poetry*, pages 106-134.)

One beautiful part of the White Mountains not covered during the conference, nor by the post-conference trip, is the Franconia region, where are The Profile House, Echo and Profile Lakes, The Old Man of the Mountain, The Flume and The Pool. The scenery on this trip is such that even if the day were showery it would pay to go.

If 40 or more people wish to take this trip, and it is perhaps the best one-day trip anywhere in the region, a special train will be provided, leaving Bretton Woods Sunday, July 4, at 9 A.M., for Profile House, where carriages will be taken for a five-mile drive to The Flume, returning to Profile House in the afternoon. Here the special train will be in waiting for return to Bretton Woods in time for the evening meal. Expense of trip, \$4, including lunch at Flume House. Those wishing to spend the day at Profile House, where are Echo and Profile Lakes and the "Old Man," may, for \$1.50, obtain train tickets to that point and return with the special party. Dinner at Profile House, \$1. Buy tickets at headquarters, Mount Washington Hotel, before July 3. Only 100 people can be accommodated from Profile House to Flume on the ride. Any number may take trip as far as Profile House.

POST-CONFERENCE MOUNTAIN AND SHORE TRIP,
JULY 5th-13th.

Mr. Frederick W. Faxon in charge, 83 Francis street, Fenway, Boston.

(In preparation for the trip read T. Starr King, *The White Hills, their legends, landscape and poetry*, pages 387-398, 252-263, 299-316, 149-185.)

To get a more intimate acquaintance with America's Switzerland, as the White Mountain region has been called, a coaching trip has been planned around the Presidential Range. This will afford in a short trip opportunity to visit Jefferson Highlands, where the best distant views of the highest peaks are to be had, then approaching nearer, to pause at the very feet of Mts. Adams and Madison at Randolph, their northern base, then swinging round the eastern slopes of Mt. Madison, with views of Carter Notch and the distant hills of Maine, to follow up the Peabody River through the beautiful Glen, and Pinkham Notch—between the Carter-Moriah Range and the southern spurs of the Presidential Range—to Jackson, stopping on the way for a woodland lunch at Crystal Cascade.

Jackson is one of the best known resorts of the White Mountain region, at the junction of the Wildcat and Ellis Rivers. Thence a short trip will bring the party to Intervale, with its broad green valley, through which the Saco River winds peacefully on its way to the sea. Here a most charming though very different view of Mt. Washington is obtained, and trips to the Ledges, Diana's Baths and Echo Lake, with its mysterious White Horse, and North Conway, will be made. Here the coaching part of the trip will end. Then a restful four-day stay has been provided on the Maine coast, at Ogunquit, where splendid views of old ocean may be had from the broad piazzas, and where every point from Portsmouth, N. H., to Portland, Me., is easily accessible by trolley. In addition, Ogunquit offers a splendid bathing beach of fine white sand, cliffs where the breakers dash, hills forest-covered, and sailing, fishing—from shore or boats—golf, tennis, and riding—by carriage or automobile. For those who wish rest, the hotel, with its delightful ocean views and daily concerts by the orchestra, will be found irresistible.

Details.—Trip will necessarily be limited to 75 people.

The coaching portion of the trip will be with six-horse "mountain wagons" (with tops), each holding 11 passengers—the occupants of the front seat changing each half day, but the same passengers occupying each wagon for the entire trip. Should the roads be dusty, a five-minute interval between the wagons will be allowed.

The expense of the trip, July 5-13, will be \$30, payable to Mr. Faxon, \$5 before June 20, the remainder at Bretton Woods. This

rate is based on two in a room, without private bath, and includes everything but "tips" for the nine days, from Bretton Woods to Boston. Those having return "excursion" tickets via Intervale and Boston will be able to use them and get a rebate of \$2.75. Those who have to return to Bretton Woods to take up the certificate tickets home, will leave Ogunquit on July 12, and have rebate of \$4.

Any who wish to take coaching trip only, July 5th to 9th, may do so on payment of \$23.75 (\$5 of this amount before June 20).

For single room on this trip add \$3.25 (or \$2 for coaching portion only.) For room with bath add \$4 (or \$2 for coaching portion only).

Itinerary.

Note:—For coaching trip warm wraps, rain coat, rubbers, comfortable boots, and a tin drinking dipper should be taken in case of need. Dress suits will not be in order. A hand bag or suit case for each person will be all that can be carried on the coaches. Trunks will be sent direct to Intervale by express, and can be had on arrival there.

Monday, July 5.

8 A.M. Leave Bretton Woods.

1.30 P.M. Lunch, Ravine House, Randolph, N. H.

6 P.M. Arrive Gorham, N. H.

Telegraphic and mail address, Mount Madison House, Gorham, N. H.

Tuesday, July 6.

9 A.M. Leave Gorham.

12 noon. Lunch, Crystal Cascade.

5.30 P.M. Arrive Jackson, N. H.

Telegraphic and mail address, Gray's Inn, Jackson, N. H.

Wednesday, July 7.

10.45 A.M. Leave Jackson.

1.30 P.M. Arrive Intervale.

Telegraphic and mail address, Intervale House, Intervale, N. H.

Excursions in afternoon.

Thursday, July 8.

Local excursions about Intervale and North Conway (included in price of trip).

Note:—In case one of these coaching days proves rainy it will be possible to stop for the extra day at Gorham, or Jackson, instead of Intervale.

Friday, July 9.

A.M. Leave Intervale by Boston & Maine R.R., arriving at Portsmouth, N. H., for dinner about 1.30 P.M.

After dinner take trolley to Ogunquit (one and three-quarter hours ride along the Maine coast).

Arrive Ogunquit for supper.

Telegraphic and mail address, Sparhawk Hall, Ogunquit, Me.

Saturday, July 10 to Tuesday A.M., July 13, at Sparhawk Hall. (Tennis racquets and golf sticks will be handy.)

Bathing suits may be taken or hired at the bath house.

Tuesday, July 13. A.M. Leave for Boston.

State Library Commissions

INDIANA PUBLIC LIBRARY COMMISSION

Two years ago the Indiana State Board of Education, in control of the State Library, and the Public Library Commission agreed to merge the library interests intrusted to them and sought, by legislative enactment, to create a new board to be called the State Library Commission. The measure was introduced, but failed of enactment.

During the past winter the chairman of the Library Extension Committee of the State Federation of Clubs and others interested in the cause of library advancement in Indiana again sought to unite the state functions under a State Board of Library Commissioners, and to create a state school of library training to be placed under the library commissioners, also to provide for a system of school library supervision and more extensive state institutional work. Active opposition from unexpected quarters developed so late in the session that conflicting interests made it impossible to secure the passage of desirable library legislation.

Miss Hoagland, who has been director of the Indiana Library School since its establishment in 1905, has been untiring in her efforts to secure systematic training for the development of library work throughout Indiana, and support from the state to the movement should be forthcoming.

Fifth report. The fifth biennial report of the Public Library Commission (101 p. O. Indianapolis, 1909) covers the period from Nov. 1, 1906, to Sept. 30, 1908. In 1908 there were 118 public libraries in Indiana, of which 24 were established within the time covered by this report. Including the 142 educational and institutional libraries, there are a total of 260 libraries in Indiana. There are but 19 counties in Indiana lacking public libraries, and in three of these plans for library organization are being made. In 1908 there were a total of 70 library buildings in the state, which had been specially erected for the purpose; of these 58 were Carnegie buildings; in 1899, the year in which the Commission was created, there were but seven. The report also records a total of 200 travelling libraries in the state, 30 of which have been added during 1906-1908.

Since the last report of the Commission, two summer schools have been held, the class of 1907 numbering 13 students and that of 1908 numbering 29 regular and 5 special students.

The Commission's report has been brought out both in pamphlet and in bound form.

IOWA LIBRARY COMMISSION

The Iowa Library Commission, as stated in the *Iowa Library Quarterly*, January-March, is building up a lending collection of picture bulletins on various subjects and spe-

cial days as an aid to the librarian wishing to stimulate public interest in standard books.

Pictures of the presidents of the United States with a small group of biographical books makes one of the interesting collections for loan by the Commission.

NEW ENGLAND LEAGUE OF LIBRARY COMMISSIONS

Owing to the fact that at the yearly meeting of the League of Library Commissions held in Chicago no one from Connecticut was able to be present, Mr. Hine, chairman of the Connecticut Public Library Committee, formed the idea of calling a New England Library Commission meeting in Hartford. The meeting was held Feb. 11-12. Members were present from Vermont, Massachusetts, Rhode Island, Connecticut, and New Hampshire. At the first session of the meeting, in the afternoon of Feb. 10, reports were received from the various commissions as to the disposal of their funds.

Massachusetts has no paid executive officer, but depends largely on the voluntary friendly visiting and advice of philanthropic women. The travelling libraries in Massachusetts are under the Women's Education Association.

Vermont prints a bulletin, advertises in many ways, has travelling libraries and a paid secretary.

Rhode Island increases the efficiency of libraries already established, but a library must have 500 books to get help from the state, and draws \$25 for every additional 500.

Connecticut makes a yearly grant of books to all libraries established under town or city government since 1893.

The subject of supervision and revision of book-lists received from towns was discussed at length.

The evening session of the same day was a social gathering.

During the morning session of Feb. 11 the permanent organization of the New England Library Commission, with Charles D. Hine as chairman, was formed, and an executive committee was appointed to arrange for an annual meeting. At the afternoon session Mr. Bostwick addressed the meeting on "How to raise the standard of book selection," and Mr. Dana spoke on "How to get the right book to the right person." Mr. Dana exhibited some book lists and also some beautifully printed extracts in large type.

There were also addresses by March Wilson, of Vermont, who described the advertising committee appointed by the Vermont Library Association; by Samuel S. Green, who spoke of the activities of the Worcester Free Public Library; by Rev. T. C. Craig, one of the chaplains of the Connecticut State Prison, who described the library of 7000 volumes in his charge, and the high class of books read by the prisoners. Miss Hobart, of Vermont, told of sending travelling libraries to the prison in that state.

State Library Associations

CALIFORNIA LIBRARY ASSOCIATION

The California Library Association held its 14th annual meeting in Oakland, April 15-17, 1909. The Hotel Metropole was the headquarters, and the meetings were held in Common School Hall in Chabot Observatory. Over 230 persons were in attendance at the meeting, representing 51 of the 114 public libraries and 17 other libraries of the state.

President Gillis opened the meeting Thursday afternoon by introducing Miss Cornelia Marvin, secretary of the Oregon Library Commission, who gave an address on "Library conditions in Oregon." Miss Marvin described Oregon as a political experiment station, where the welfare of the state depended directly upon the intelligence of the voters. Young men find themselves called upon to vote upon such questions as ownership of railroads, woman suffrage, state insurance, etc., and they demand information on such subjects. The problem was to get books to each family in a rural community where there are few railroads and outside of Portland no free libraries. Travelling libraries seemed to be the solution of the problem. Debate libraries dealing with public questions have been prepared and have proved very popular. Legislative reference work has been done as far as the limited appropriation would admit. The library commission has worked side by side with the schools.

A paper on "Recent California library legislation and its significance" was then read by Milton J. Ferguson, assistant state librarian. This paper in full, together with the other papers and the various reports, will appear in the forthcoming delayed April number of *News Notes of California Libraries*.

John Graham Brooks followed with an address in which he spoke of the value of the librarian's work.

Miss Susan T. Smith, reference librarian in the state library, read the report of the committee on statistics of library associations. By a comparison of the data concerning 22 associations in the United States and Canada it was found that the California association was in the front rank in regard to membership, number of meetings, and results accomplished. Lest the members of the California Library Association should feel unduly elated, however, Miss Smith pointed out several ways in which the work might be extended, and ended with a recommendation for membership fees graded according to the salaries of the library workers in order that the membership list might be made to include every person in the state interested in library welfare.

The Trustees' Section, presided over by Dr. Harry P. Carlton, ex-president of the Oakland Free Library, was then held. Prof. L. J. Richardson, of Berkeley, spoke on book-

buying, and the question was discussed by J. A. Morrow, W. F. Hyde and C. S. Greene. Mr. Gillis then spoke on the subject of "Cold cash." He advised trustees to do three things: First, get a good manager; second, support the management; third, conduct a campaign on every available line, educational and otherwise, so that the management will not lack for funds. Mr. Hyde spoke on the question of the pay for librarians in small libraries, saying that it should be equal to that of teachers. The following officers of the section were elected for the next year: president, W. F. Hyde; vice-president, Prof. L. J. Richardson; secretary, Mrs. I. N. Chapman.

The session on Friday afternoon opened with the president's report, in which he reviewed the work of the Association for the past year. The report of the secretary-treasurer, showing the receipts for the year of \$920.20 and disbursements of \$636.53, was then read and approved. The nominating committee presented the following ticket, which was afterward unanimously elected: president, James L. Gillis; vice-president, Lauren W. Ripley; secretary-treasurer, Alice J. Haines.

Miss Antoinette M. Humphreys, of the A. K. Smiley Library, Redlands, presented the report of the committee on public library activities. The reports from the various committees were then summarized.

County libraries was the next theme to be discussed. Lauren W. Ripley read a paper on the work in Sacramento County, where the county work in the state has been so successfully inaugurated. Miss Mary F. Isom, librarian of the Portland Library Association, followed with an account of the work in Multnomah County, Oregon. Miss Harriet G. Eddy, principal of the Elk Grove High School and custodian of the first station of the Sacramento County Library, spoke of the value of the county library system to the smaller communities.

California librarians were urged to attend the library meeting at Seattle, June 8-10. Miss Isom invited all who should go to Seattle to stop at Portland en route, and Mr. Gillis advised a stop at Salem to see the work of the Oregon Library Commission. Mr. Gillis spoke of the value to the library interests of the state of the statistics that the state library prints each quarter in *News Notes of California Libraries*, and Miss Helen E. Haines paid a tribute to the usefulness of *News Notes of California Libraries*. Letters of invitation for the Association's next meeting were received from Long Beach and from Riverside.

The third session was opened by C. S. Greene, who read a letter to the Council of the A. L. A. urging that the meeting of the A. L. A. for 1910 be held in California. The letter was unanimously approved by the California Library Association. The president

then introduced the Rev. W. A. Brewer, president of the California Book-plate Society, who read a paper on "Book-plates," illustrated by lantern slides.

Then followed reports from the committee on pictures for libraries, committee on uniform business methods, committee on list of books for children, and the report on publications. Mr. Gillis and Mr. Rowell spoke of the failure of the legislature to appropriate funds for the maintenance of a library school and of the hope to have one established in the University of California some time in the future. Mr. Ferguson for the committee on distribution of state documents stated that during the 38th session of the legislature a law was enacted which places the distribution of state documents in the hands of the state librarian mainly and of the secretary of state.

The following resolutions were presented and adopted:

Whereas, The 1909 Annual Meeting of the California Library Association has been to the members present a source of inspiration and edification;

Resolved, That we hereby express our thorough appreciation of the efforts of our president and those who at his request have planned and labored to make the meeting a success; especially thanking those speakers, Miss Marvin and Miss Isom from our sister state of Oregon; Miss Eddy of Elk Grove; Mr. Brewer, as representing the California Bookplate Society (not forgetting the generous work of Mr. Sheldon Cheney, who arranged the book-plate exhibit, and Professor Burkhalter); and Professor John Graham Brooks, whose words of sense and soundness have deeply impressed us; and

Whereas, The California Library Association has been so hospitably received and generously entertained;

Resolved, That the Association extends heartiest thanks to the trustees and staff of the Oakland Public Library; to the library of Berkeley, Alameda, San Leandro, and the University of California; to the Library Bureau; to the people of Oakland, especially those of the Ebell Club and the Home Club, and those who in "Evening Dress" have pledged us an hour's departure from the usual Library Association program; and

Whereas, We have been deeply touched by the words of congratulation and encouragement which have been accorded us by Miss Helen E. Haines and other visitors, and also by other evidences that our officers are leading us the right way of helpfulness to the uttermost parts of this great state of California;

Resolved, That we as librarians and members of the California Library Association pledge ourselves anew to all that may make for the best education of our California boys and girls, young or old.

Mr. Brewer's paper on book-plates was illustrated by a most interesting exhibit of choice book-plates prepared by Sheldon Cheney, secretary of the California book-plate society. In addition to this there was an exhibit of bindings; an exhibit of a library of 50 books with blanks and forms used in county extension work from the Sacramento Public Library; and an exhibit of books for the blind, showing the different types in use, from the state library.

The social features of the meeting were unusually enjoyable. The trustees and staff of the Oakland Free Library gave an informal reception in the library on Thursday

evening, over which Miss Humphreys, the vice-president, presided.

Friday morning was spent in Berkeley as guests of the Public Library and the University of California Library. After meeting at the Public Library a visit was made to the Greek Theater, the new Doe library building, the Bacon Library and the Bancroft Library, after which the members gathered in Basket Hall court, where addresses were made by Prof. Leon J. Richardson and Prof. Adolf C. Miller.

Friday evening was left free on the program, but many of the members visited the libraries of San Leandro and Alameda.

On Saturday afternoon the ladies of the Ebell Club invited the Association to tea at their club house.

The annual dinner was held in the rooms of the Home Club, 130 guests being present. After-dinner speeches were made by the Rev. Charles R. Brown, ex-Governor George C. Pardee, Miss Helen E. Haines and Charles S. Greene.

ALICE J. HAINES, *Secretary-treasurer*.

MASSACHUSETTS LIBRARY CLUB

The 70th (annual) meeting of the Massachusetts Library Club was held at Andover, at the invitation of the Memorial Hall Library, on Thursday, May 20, 1909.

The morning session in the Stone Church, Andover Hill, was opened with a business meeting. The report of the treasurer was read and approved, and the following officers elected: president, Clarence W. Ayer, librarian, Cambridge Public Library; vice-presidents, Percy H. Tufts, Harvard College Library, Miss Alice M. Jordan, Boston Public Library, Frank G. Willcox, librarian, Holyoke Public Library; secretary, Drew B. Hall, librarian, Millicent Library, Fairhaven; treasurer, Miss Mary E. Robbins, Simmons College Library Department, Boston; recorder, Miss Gertrude E. Forrest, librarian, Milton Public Library.

Mr. E. Kendall Jenkins, president of the Board of Trustees of the Memorial Hall Library, made the address of welcome. Rev. Samuel McChord Crothers, D.D., of Cambridge, then gave his address on Oliver Wendell Holmes, the address originally delivered at Harvard University on April 27.

At the close of the meeting, through Mr. Brigham, of the Rhode Island Library Association, invitations were extended to the club to attend the meeting of the Rhode Island association at Providence, June 1, and a meeting of the Connecticut Library Association at Willimantic, Connecticut, on May 26. The members of the club then visited, under guidance of Andover people, various points of interest on the Hill, including the Phelps house, which was courteously opened to the club by Rev. and Mrs. Stackpole, the present occupants.

Lunch was served at the Free Church, at which the afternoon session was held. The session was opened with the passing of a vote of thanks to the trustees and librarian of the Memorial Hall Library, to the officers of the Stone Church, Andover Hill, and to the ladies of the Entertainment Committee and the officers of the Free Church of Elm Street, also to those persons who acted as guides.

Mr. Ayer, the president, then called attention to the death of Miss Seaverns, formerly of the Lawrence Public Library, and of Mr. Tillinghast. Mr. Corey moved and it was seconded that a committee of three be appointed by the chair to draw up resolutions recognizing the services of Miss Seaverns and of Mr. Tillinghast. The chair appointed as members of the committee Mr. Wadlin, Mr. Bolton, and Miss Robbins. Mr. Ayer then added a word of appreciation of Mr. Tillinghast.

Miss Emma Louise Adams, formerly librarian at Plainfield, New Jersey, and now interested in social work, read a paper on "The social opportunity of the public library," and Mrs. S. M. H. Gardner, of Andover, read a selection from her "Quaker idylls."

An open conference followed, led by Mr. Sam Walter Foss, of the Somerville Public Library. Miss Sears, of Somerville, spoke on the bindery problem. Mr. Shaw, librarian of the Worcester Public Library, spoke of one or two devices which had proved helpful. In cutting cloth for the covering of books, three sizes of a pasteboard form are used; the cloth is always cut one of these sizes, which insures more economical use of the cloth. Mr. Shaw also showed a wooden marker, a block with a notch cut in it, which is used in adjusting the place of the label on the back of the book. The question of the duplicate pay collection was then brought up, but so few libraries had adopted this plan that there was little discussion.

The thanks of the club were extended to Miss Adams, Mrs. Gardner, and Mr. Foss for their part in the afternoon's program, and the club members then visited the Memorial Hall Library. GERTRUDE E. FORREST, *Recorder*.

Library Clubs

CHICAGO LIBRARY CLUB

The last and annual meeting of the Chicago Library Club was held Thursday evening, May 13, at the new Evanston Public Library.

At seven o'clock members and friends sat down to a picnic supper in the large boys' room.

In the absence of President Andrews and the vice-presidents the meeting was called to order by Miss Ahern, chairman of the program committee. The reports of the secretary and treasurer were read and approved.

The resignation of Miss Renée B. Stern was read and accepted "with regret." Miss Stern had for many years served the club in many ways, especially as chairman of the home libraries committee. She is now at the Library of Congress. Miss Morris, Miss O'Donoghue and Mr. Patterson were elected to membership.

The following officers were elected: president, Miss Elliott, Chicago Public Library; 1st vice-president, Mr. Allinson, Henry Booth House; 2d vice-president, Miss Thain, Oak Park Public Library; secretary, Mr. Twedell, John Crerar Library; treasurer, Miss Watton.

After adjournment the librarian, Miss Lindsay, invited the club to roam about the building, which is one of the most beautiful and best planned of all Carnegie libraries.

BESS GOLDBERG, *Secretary*.

NEW YORK HIGH SCHOOL LIBRARIANS' ASSOCIATION*

The spring meeting of the New York High School Librarians' Association was held at the DeWitt Clinton High School on May 8, 1909. The subject for discussion was "The systematic training of students in use of books and library." About fifty persons were present.

The meeting opened with a paper by Miss Mary W. Plummer on a course of six lectures given by her to students in the Pratt Institute High School. She dealt especially with methods of research.

Miss Anthony, of the Packer College Institute, and Miss Jessie Haines, of the Polytechnic Preparatory School, followed with brief accounts of courses given to their students. Miss Anthony, as English teacher as well as librarian, has succeeded in working out a very full course of library instruction in connection with the English work, consisting of from one to seven library talks a year and extending from preparatory grades through the academic and collegiate years. This covers the history of printing, the making of a book, use of card catalog, a talk on "How to read up for a subject," bibliographical material and how to use it, and the making of evaluated lists on given topics. Miss Haines spoke of a course of five lessons planned especially for boys and the interest they had taken in the work. Her course covers the classification and catalog, encyclopædias, dictionaries, atlases, general reference manuals and periodical indexes, with practical problems after each talk. A

*This Association was formed in February, 1907. This is the first meeting to which persons outside of the membership of the Association have been invited. The object of the Association is to promote the interests of its members and advance the cause of high school library work in Greater New York. The officers are: president, S. R. Parker, Boys' High School, Brooklyn; vice-president, Miss Sarah E. Aunette, Washington Irving High School; secretary and treasurer, Harriette Arden, DeWitt Clinton High School Library.

written review is required and the making of a reading list on some subject for debate.

Miss Gilson, of the Newark Public Library, told of the interesting experiment they have made this year through the co-operation of the English department of the High School. A course of four lessons, planned by Miss Gilson, has been given to members of the senior class. The head of the school department gives the lessons one by one to the English teachers and they in turn give them to their pupils. These lessons cover the arrangement of books on shelves, use of card catalog, the make-up of a book, and use of special indexes. Miss Coult, head of the English department in the Newark High School, spoke of her appreciation of the work and of its value to the student from her point of view as teacher.

These papers were followed by general discussion of the questions, "In what year of the school course should this instruction be introduced?" "Should it be given by teacher or by librarian?" "What shall we teach high school pupils?" etc. Miss Elliott spoke briefly of the course she was giving at the Training School for Teachers.

Through the courtesy of librarians in school and public libraries outlines of courses for students were sent to the Association and were placed on a table where they might be consulted after the meeting.

The meeting closed with a notice by Mr. Gaillard of "Library week" at Lake George, and school librarians were especially urged to attend the session to be devoted to high school libraries. This will be the first general conference of high school librarians that has been held in the state and should be well attended. HARRIETTE ARDEN, *Secretary*.

NEW YORK LIBRARY CLUB

The last regular meeting of the club for the year was held in the 96th street branch of the New York Public Library. The minutes of the last meeting were read and approved. Council reported, recommending the amendment to the constitution to abolish the last clause of Article VI. This was voted. Executive committee reported four names for membership. These were elected.

Resolutions on the death of Dr. James H. Canfield were read as follows:

Resolved, That this Club record its sense of bereavement in the loss of Dr. James Hulme Canfield, librarian of Columbia University, for many years, one of the Club's most valued members. Dr. Canfield's services to the Club in many capacities were great, and he was every ready to give his time and counsel in its behalf. His energy in work, his kindness in friendly intercourse and his ready wit in debate endeared him to all its members. In him the Club feels that it has lost, not only a professional associate, but a friend whose place will be hard indeed to fill.

Election of officers followed and resulted in the following: president, Mr. George Watson Cole; vice-president, Miss E. G. Bald-

win; secretary, Miss J. A. Rathbone; treasurer, Mr. A. A. Clarke. The following four new members of Council were elected: Miss Theresa Hitchler, Miss M. W. Plummer, Miss J. F. Hume, Mr. E. H. Anderson.

The topic considered at the meeting was that of Art in relation to libraries. Mr. C. H. Israels spoke on "What the public library can do for art." As a representative of the Municipal Art Society he urged that the library work to stimulate public interest in all efforts for city betterment.

Mr. W. S. Kellogg, who is connected with the three architectural firms engaged in construction of the New York Public Library buildings, spoke on "Art features of a library building," illustrating his remarks by photographs of New York Public Library branch buildings, and indicating their artistic features. Mr. Ralph P. Willis spoke on "Mural proofs for interior decoration," with many interesting illustrations showing the stencil process.

PENNSYLVANIA LIBRARY CLUB

The last meeting of the season was held on Monday evening, May 10, 1909, at the H. Josephine Widener Branch of the Free Library of Philadelphia. Mr. John Thomson presided and presented the apologies of the president, Mr. Bailey, for his unavoidable absence. Upon motion, the reading of the minutes of the last meeting was omitted. The following officers for 1909-1910 were elected: president, Rev. Lucien Moore Robinson; vice-presidents, T. Wilson Hedley, Katharine S. Leiper, Jean E. Graffen, Bertha Seidl Wetzell. The outgoing secretary, Miss Brinkman, was tendered a vote of thanks for services rendered during the past six years.

Mr. Thomson then resigned the chair to Dr. Robinson, the newly elected president, who thanked the Club for the honor accorded him and asked the co-operation of the members in maintaining the high position to which the Club had risen during the 17 years of its existence.

Dr. Robinson presented the speaker of the evening, Miss Helen Rex Keller, assistant librarian of the Drexel Institute of Art, Science and Industry, who read an entertainingly witty and original paper on "The old-fashioned virtues vs. the ideal librarian." (This paper will be published in a coming number of the LIBRARY JOURNAL.)

The chairman extended a most courteous invitation to those members of the Club who contemplated attending the coming A. L. A. Conference at Bretton Woods to spend several days, as his personal guests, at Bailey Island, Maine, before returning home. It was requested that those persons who would attend the Conference leave their names at the Free Library of Philadelphia before June 1, 1909, to facilitate arrangements for this house party.

EDITH BRINKMANN, *Secretary*.

Library Schools and Training Classes

CARNEGIE LIBRARY OF ATLANTA LIBRARY TRAINING SCHOOL

In May Miss Alice Tyler, of Iowa, gave three lectures on organization, and ended with a very comprehensive talk on commissions and commission work.

A tea, which was preceded by the second annual meeting of the Graduates' Association of the Library School, was given in honor of Miss Tyler.

On May 31 Mr. Arthur E. Bostwick, of the New York Public Library, gave two lectures on the general subject of literature. Mr. Bostwick also made the graduation address on June 1, taking as his subject the very pertinent one of Work and pay in libraries, with special reference to the employment of women.

During the year three "objects" of very decided interest have been added to the School circle. Geo. Bibb Edmondson, son of Mr. and Mrs. W. T. Edmondson, of Anniston, Ala.; Miss Hortense Adams, daughter of Mr. and Mrs. Albert Adams, of Atlanta; and Max Franklyn Howland, of Boston. Mrs. Edmondson was Miss Bibb, '06; Mrs. Adams was Miss Hortense Horne, '07, and Mrs. Howland was Miss Anne Wallace, founder and first director of the School.

NOTES OF GRADUATES

Palmer, Miss Mary B., '09, has accepted the position of organizer of the Public Library, Americus, Ga., having entered upon her duties May 1.

Virden, Miss Lucile, '09, has accepted the position of librarian of the Public Library of Talladega, Ala., to succeed Miss Eva Wrigley, '07, who has had to leave library work temporarily on account of ill health.

CARNEGIE LIBRARY OF PITTSBURGH TRAINING SCHOOL FOR CHILDREN'S LIBRARIANS

The Spring term of the Training School opened April 12. The regular courses being given this term are Reference work, Cataloging, Book selection for children, Planning and equipment of children's rooms, Business methods, Co-operation with schools, and Work in the home libraries and reading clubs.

During the Spring term the study of the aims and organization of civic and educational institutions is emphasized, as the modern librarian in her field work co-operates closely with the community's agencies for social and civic improvement. Special lectures on these subjects given during the term are as follows:

Miss Alida Lattimore, executive secretary of the Child Labor Association of Allegheny County and of the Western Pennsylvania Consumers' League.

April 14. Welfare work

April 18. The Consumers' League.

Mr. Charles F. Weller, secretary of the Associated Charities of Pittsburgh.

May 19. The history, significance and problems of the charity organization movement.

This year the students have had unusual privileges in being able to participate in important conferences of social workers. During the Spring term they have attended sessions of the Western Pennsylvania Conference on the Care of dependent children, held in Pittsburgh April 22-24, and the Congress of the Playground Association of America, which met May 10-14 in the Carnegie Music Hall.

DREXEL INSTITUTE LIBRARY SCHOOL

The students, accompanied by the director, made their annual visit to outside libraries, May 5-10. An unusual feature of this year's trip was a visit to Harrisburg, where the work of the State Library and of the Free Library Commission was examined with much interest. The class saw also the work of the Educational Museum in charge of Miss Zierden, and admired the beauties of the new capitol. They were entertained at luncheon by Mr. Montgomery, Mr. Bliss and Miss Price, and closed a busy day with a pleasant tea at the home of Miss Price.

At Washington the Library of Congress, the Public Library, the libraries of the Surgeon-General's Office, Smithsonian Institution, National Museum, Department of Agriculture, Bureau of Education, and the Documents Office were inspected. An unexpected pleasure was a special reception by President Taft at the White House offices, arranged by Congressman Denby, of Michigan. Many students remained a few days after the library visits, in order to do some sight-seeing.

The class also made their annual trip to Trenton and Princeton, and visited the Krauth Theological Library at Mt. Airy, Bryn Mawr College Library, and the library of the University of Pennsylvania.

GRADUATE NOTES

Miss Gertrude King, class of '05, is the author of a new novel entitled "The land-lubbers."

Miss Helen D. Subers, class of '03, has been engaged to catalog in the New library at Lancaster, Pa.

Miss Grace Lindale, class of '04, has been appointed cataloger in the Franklin Institute Library.

Miss Mary L. Doig, class of '08, has been appointed assistant in the New York Public Library.

Miss Elizabeth V. Clark, class of '00, has been made librarian of the Public Library of Bloomsburg, Pa.

Commencement exercises were held June 10. The following received certificates:

Elsie May Cornew.

Jean Isabel Galbreath.
Emily Sarah Glezen.
Jeanne Griffin.
Lucy Coates Grumbine.
Rebecca May Hammond.
Edith Hartwell.
Mary M. W. Hershberger.
Sara Lawrence Kellogg.
Arline Redington Kingsley.
L. Agnes Kryder.
Margaret Cecilia Meagher.
Josephine O'Flynn.
Grace Edith Perkins.
Mary Shakespeare Puech.
Jean Margaret Smith.
Mellie Morris Smith.
Cassandra Updegraff Warner.
Margaret Widdemer.
Mary Florence Wilson.
Helen Ruth Woodruff.

INDIANA LIBRARY SCHOOL

The Indiana Library School will hold its first entrance examination for 1909-10 course on June 17, at the Propylaeum, Indianapolis.

On June 1 the following members of this year's class will receive certificates of graduation: Lilla M. Alexander, Indianapolis; Marion Carver Botgard, Manchester Center, Vermont; Ina May Brown, Indianapolis; Otis Greene, Anniston, Alabama; Lena Lemmon, Nevada, Missouri; Frances O'Connell, Little Rock, Arkansas; Jennie Belle Ritchie, Fulton, Illinois; Nellie A. Simmons, Crawfordsville; Elizabeth S. Slavens, Kansas City, Missouri; Estelle C. Stringer, Fort Wayne; M. Anna Swayne, Fort Wayne; Mary Zollinger, Indianapolis.

For the past two months the students of the Indiana Library School have had exceptional opportunity for cataloging in the University of Illinois Library under the supervision of the Indiana School instructor, Miss Wilhelmina E. Carothers.

Several of the graduates will remain for extra service on the library staff of the University of Illinois during June and July. Misses Fox, '06, Fleming, '07, Roberts and Emigh, '08, who have been on the library staff for the extra cataloging since February, will continue their work until September.

The fall term of the Indiana Library School will open Oct. 5.

MERICA HOAGLAND, *Director*.

NEW-YORK STATE LIBRARY SCHOOL

Mr. Arthur L. Bailey and Miss Isabel Ely Lord, of the Advisory Committee of the New York State Library School Association, visited the school May 6-8. In addition to visits to classes and conferences with the faculty and students, both members of the committee addressed the school on the purposes of the association and the advantages of becoming members. The result of the visit will be embodied in the annual report of the committee to the Association at the meeting to be held

during the A. L. A. conference at Bretton Woods.

Twenty-eight members of the school, under the general charge of the vice-director, took the 18th annual library trip April 6-19. In addition to libraries of New York, Philadelphia and Washington, visits were paid to the Free Public Libraries of Newark and Trenton and the Bryn Mawr College Library. Informal receptions were given to the school by the Pratt Institute Library School, the Chatham Square Branch of the New York Public Library, the Trenton Free Public Library, and the New Jersey Free Library Commission, the Bryn Mawr College Library and the District of Columbia Library Association. The heartiness with which the party was everywhere received made the trip most enjoyable. The following libraries were visited in New York, Philadelphia and Washington: New York. New central building, Astor Library, Lenox Library and the Harlem Library, Chatham Square and St. Gabriel's Park Branches of the New York Public Library, Library of Columbia University, Brooklyn: Montague Branch and other specially designated branches of the Brooklyn Public Library; Pratt Institute Library and Library School.

Philadelphia: University of Pennsylvania, Drexel Institute Library and Library School, Chestnut street; H. Josephine Widener and Spring Garden Branches of the Philadelphia Free Library.

Washington: Library of Congress; District of Columbia Public Library; Office of the Superintendent of Documents; Library of the Surgeon-General's Office, and the Department of Agriculture Library.

Mrs. H. L. Elmendorf addressed the school April 29 and 30. Her first lecture, "Things that matter," was a most inspiring presentation of library ideals. The second lecture formed a part of the course in Administration, and dealt in detail with the work of the Buffalo Public Library, with which Mrs. Elmendorf has been so prominently connected.

Miss Alice S. Tyler, secretary of the Iowa Library Commission, gave two lectures on commission work, May 3-4, dealing most particularly with the work of her own commission.

PERSONAL NOTES

Miss Helen Rex Keller, '01, has resigned her position as instructor in Drexel Institute Library School to become second assistant cataloger at Columbia University Library.

Miss Mabel E. Leonard, B.L.S., '06, has been transferred from the Catalog Division of the Library of Congress to the Library of the Department of Agriculture.

Miss Corinne A. Metz, '07, has resigned the librarianship of the Washington Court House (O.) Public Library, and is now cataloging the library at Conneaut, O.

Miss Ella R. Seligsberg, B.L.S., '03, and

Mr. Alexander W. Dreyfoos were married April 8, New York City.

Miss Isabel L. Towner, 1907-8, assistant in the Public Library of the District of Columbia, has been appointed cataloger at the Library of Congress.

F. K. WALTER, *Vice-director*.

PRATT INSTITUTE SCHOOL FOR LIBRARY SCIENCE

Miss Mildred A. Collar, connected with the School since her graduation from the Historical Course after two years' work, in 1897, has tendered her resignation at the end of a year's leave of absence. For family reasons she felt obliged to be freed from school work, but is at present engaged in cataloging the collection on Angling of the Hon. Daniel B. Fearing, of Newport, R. I., one of the finest collections, if not the finest, on that subject in the country.

Miss Collar will be very much missed by her associates in the School, but as she is a graduate of it and a member of the Graduates' Association, her connection with it will to some extent be retained and it will still count on her interest and sympathy in its undertakings.

Her place has been filled during the past year by Miss Julia E. Elliott, late of the Wisconsin Library Commission. Miss Elliott's plans being made for other work the coming year, the School has invited Miss Edith Johnson, of the class of 1905, to undertake the instruction in cataloging, indexing, etc. Since her graduation Miss Johnson has had entire charge of a growing scientific library including books in several foreign languages, and is well equipped in the work in which she will give instruction.

Miss Emily Turner, '08, for three years past secretary of the School, expects to join Miss Elliott in her new undertaking, and will not return to the School, therefore, next year. Their plan is to work up an indexing business, the indexing of records, private, institutional and municipal, being a special feature, and to catalog private collections. The School wishes them success and expects it for them in this as yet unorganized branch of book-work.

Miss Justine Day will attend to the office-work of the School next year, having been its stenographer on half-time for two years past.

The director will probably be able to give her full time to the School the coming year.

The following students of the class of 1909 have been offered permanent positions:

Miss Clarkson, assistant in the Library of the University of Michigan.

Miss Craig, assistant in the Library of the Engineering Societies, New York City.

Miss Hamlin, assistant in the Public Library of Bangor, Me.

Miss MacMurchy, cataloger in the Library of the University of Toronto.

Miss Noyes, librarian of the Public Library of Oshkosh, Wis.

Miss Simmons, assistant cataloger, Public Library of Minneapolis.

The following have made temporary engagements for the summer:

Miss Gaston, as indexer for the American Telephone and Telegraph Co., New York City.

Miss Huestis and Miss Werrev, substitutes in children's work, New York Public Library.

Other engagements are pending which will be announced later.

At a recent meeting of 22 high school librarians from various places in the state, the School was represented by 10 librarians of private secondary or public high schools. Miss Hall ('95), was the prime mover in calling the meeting and is trying to secure a good attendance of school-librarians at the state meeting in September.

The School reunion at the A. L. A. in June will take place on June 29, probably in the form of a dinner and a reception afterward. Graduates and former students expecting to be present are asked to send their names to Miss Ruth Grannis, librarian of the Grolier Club, 29 East 32d st., New York City.

MARY W. PLUMMER, *Director*.

UNIVERSITY OF WASHINGTON SUMMER LIBRARY COURSE

Library courses covering (1) Library organization, (2) Library extension, (3) Elementary reference, (4) School library organization and cataloging, (5) Book selection for high school libraries, (6) Cataloging, (7) Advanced reference, and (8) Public documents, are offered by the University with a view to meeting the needs of those requiring elementary instruction in library work. Courses 1, 2, 3, 4 and 5 are open to persons who have had no formal training. Courses 6, 7 and 8 may be taken by those who have had courses 1, 2 and 3 or their equivalents. Courses 3, 4 and 5 are especially arranged for school librarians. These courses are under the direction of Mr. Henry, librarian, Mr. Smith, assistant librarian, and Miss Miessner.

Teachers who are expecting to take the library courses with the expectation of handling a particular collection of books for the next school year, such for example as the books in their own school, will be greatly benefited by sending a list of such books to the University Library a few weeks before the Summer School opens. If such lists are sent in advance an effort will be made during the session to catalog these particular collections so that the teacher returning to her school may take with her at least the beginning of a catalog of her own collection, as these books will be used so far as possible as the basis of catalog instruction.

WISCONSIN LIBRARY SCHOOL

The field practice of February and March proved so interesting that the students re-

turned with some reluctance to the further study of theories and methods. The opening weeks of the spring term, however, have been so full of good things that this feeling has quite vanished. On the opening days seminars on observations in the field crystallized impressions and experiences.

The regular courses have been supplemented by the following lectures:

April 16. — Mr. Hadley, Some Indiana libraries.

April 26. — Mr. Brett, Cleveland libraries (illustrated).

April 27. — Mr. Brett, Problems of administration.

April 28. — Mrs. Fairchild, The librarian's reading.

April 28. — Mr. Ernst Bruncken, Library work in California.

April 29. — Mrs. Fairchild, Principles of book selection.

April 30. — Mrs. Fairchild, Presidents of the A. L. A. (illustrated).

April 30. — Miss Olcott, Administration of children's rooms.

May 1. — Miss Olcott, How to call attention to special classes of books.

The lectures of the last two days were attended by many out-of-town guests, including Miss Dousman, of the Milwaukee Public Library, Miss Arnold, Miss Clark and Miss McDermott, of the Dubuque (Iowa) Public Library, and Miss Rowe, children's librarian of Janesville (Wis.) Public Library. The many social functions made quite a gala week for staff and school. Dinners and drives were given in honor of Mr. Brett, Mrs. Fairchild, and Miss Olcott. Miss Smith, of the Madison Public Library, gave an informal reception to school and guests. The usual May day celebration was more merry than usual, in spite of the snow storm without. The picture bulletins, presented as a class exercise each year on the 1st of May, included the following subjects: African travel, American pottery, Animal stories, Books for girls, Civic improvement, Earthquakes and volcanoes, Egypt, Going to college, Cooper, Land of the rising sun, Northern Wisconsin Indians, Old English plays, Our pioneers, Some novels worth while, Stories of Venice, Stories of King Arthur, and Wisconsin—History. These bulletins are loaned throughout the state to libraries and clubs. After the bulletin seminary and Miss Olcott's lecture, coffee was served in the school room.

Miss Mary Emogene Hazeltine, preceptor of the school, and Mrs. Theodora Root Brewitt, a member of the staff, sailed on the 22d of May for a three months' tour in Europe. A number of informal parties were held in their honor, including a "Travel shower" given by the staff of the Madison Public Library, and a school reception, given by the class of 1908.

On May 21 the class visited the Public and Normal School libraries at Whitewater, Wis-

consin. The architecture, interior arrangement, equipment and technical work of the public library were well worth studying, and at the Normal School the interest centered in the large picture collection, its sources and the methods for the care of the pictures. Miss Hamilton and Miss Salisbury were not only "at home" in their libraries, but planned an out-door luncheon and an automobile ride for the entertainment of their guests.

SHORT COURSE

The short course will be conducted, as last year, in the fall instead of the summer months. The change of time makes possible an eight weeks' course, opening with the regular session of the Wisconsin Library School and continuing until Thanksgiving.

The schedule is planned to include the most essential courses of library methods: cataloging, classification, reference work, book selection, accessioning, shelf-listing, loan, children's work and other topics as far as the time will permit.

Full information concerning the work of the school may be obtained from: Miss Mary Emogene Hazeltine, Wisconsin Library School, Madison, Wis.

LIBRARY SCHOOL NOTES

Miss Helen Harwood, 1908, has resigned the librarianship of the Tipton (Iowa) Public Library, to accept a similar position in the Public Library at Minot, North Dakota.

Miss Ada J. McCarthy, 1907, librarian of the Rhinelander (Wis.) Public Library, has been granted leave of absence to spend the summer in Europe. She joins Miss Hazeltine's party. During her absence Miss Lillian Jones, 1909, will serve as acting librarian.

Eight members of the class of 1909 have accepted positions up to the present time, May 1.

Miss Harriet Bixby, assistant, Cataloging and reference department, Cincinnati Public Library.

Miss Florence C. Farnham, organizer, Normal School Library, Ellensburg, Wash.

Miss Polly Fenton, assistant, Cataloging and reference department, Cincinnati Public Library.

Mrs. Katherine A. Hahn, assistant librarian, Stout Institute, Menomonie, Wis.

Miss Stella Harrison, librarian, Two Harbors, Minn.

Miss Lillian E. Jones, assistant, Public Library, Racine, Wis. Appointment to take effect after her work as acting librarian at Rhinelander, is completed.

Miss Julia A. Robinson, acting secretary, North Dakota Library Commission.

Miss Mary E. Watkins, librarian, Public Library, Wausau, Wis.

Miss Ora Williams, assistant, Cataloging and reference department, Cincinnati Public Library.

MARY EMOGENE HAZELTINE, Preceptor.

Reviews

DANA, JOHN COTTON. Modern American library economy as illustrated by the Newark (N. J.) Free Public Library. Part v, The school department. Section 2, Course of study for normal school pupils on the use of a library. By Marjory L. Gilson. Woodstock, Vt., The Elm Tree Press, 1909. 62 p. O.

Part v of Mr. Dana's presentation of modern American library economy as illustrated by the Newark (N. J.) Free Public Library is a timely production. In it Miss Gilson has outlined a course of instruction in library methods intended for the use of students in normal schools fitting themselves for teaching. The profession of education is now recognized as having two divisions, teaching and librarianship. The fields of these two divisions somewhat overlap; but the work in each is co-ordinate in character and can be carried on successfully only with scientific co-operation. This pamphlet attempts to put co-operation on a scientific basis. Here is presented a practical scheme which has been tested by use. Librarians have adopted some of the methods of the teacher, while normal schools have begun the teaching of librarianship. In each case it has been difficult to limit the field of endeavor in order that there may not be a duplication of effort. Normal schools now recognize the fact that if a teacher is to direct the reading and study of school children she must herself be familiar with the scope and methods of public libraries. Some normal courses have gone to the extreme of teaching the technical side of librarianship—that side which finds place behind the scenes in a library, and which includes cataloging, classification, book-ordering, etc. Other courses have included only a few general lectures on the use of libraries, neglecting altogether the application of general principles in practice. The pamphlet under review appears to have found the proper middle ground between these extremes, being of an entirely practical nature, and dealing only with those phases of library economy which are likely to be of service to the teacher, library apprentice, or high school pupil.

This course consists of 13 lessons, the text of each of which is a detailed outline of a teacher's talk to a normal class. Special instructions to the teacher are given in "Notes to teachers." Interspersed in the text are 10 figures illustrative of cataloging cards, etc., and there are reprints of 19 blanks which are to be mimeographed and used by the normal school pupils in practical class work.

The lessons take up the following subjects: (1) The relation between the library and the schools; (2) Classification and ar-

rangement of books; (3) The catalog, an index to the books; (4) The parts of a book; (5) Magazine indexes; (6a) Reference books; (6b) United States, state and city publications; (7) Book selection and book-buying; (8) Investigating a subject in a library; (9) Children's books and reading; (10-11) Discussion of a few typical children's books; (12) Children's reference work; a review of the course. In the discussion of these topics a proper restraint has been exercised in order that more details may not be presented than are required by the purposes of the course. It is avowedly an elementary course, but is so planned that it may be expanded to meet the exigencies of a particular case. It has gone a great way toward solving the problem of library instruction in normal schools, and if generally adopted would form a basis for intelligent co-operation between public schools and public libraries.

FREDERICK C. HICKS.

REVISTA DE LA BIBLIOTECA NACIONAL. Publicacion mensual dirigida por Dorringo Figarola-Caneda, director de la biblioteca. Ano 1, Tomo 1. Números 1 y 2.

Through the generosity of señora Pilar Arazoza de Müller, the Biblioteca Nacional of Cuba, situated at Havana, is enabled to begin the publication of a monthly periodical devoted to bibliography and library economy. The scope of the periodical is to include all subjects relating to the condition and progress of the Biblioteca Nacional; indexing certain periodicals, among which are *Memorias de la Sociedad Económica de Amigos del País*, *Revista Bimestre Cubana*, *Revista de Cuba* y *Revista Cubana*; the publication of historical manuscripts, portraits, facsimiles, etc.; reviews of books, and lists of those recently received.

The first issue contains two numbers in one cover. The typography, paper and arrangement are excellent. The plates are not so good. The first installment of manuscripts consists of 11 letters of José de la Luz y Caballero written in the years 1831-1833. There is a portrait of the author. More letters are to appear in the next issue. An article on the preservation of national monuments, etc., and the desirability of having a national museum follows. A portrait and biographical sketch of Dr. Ramón Meza, recently appointed Secretary of Public Instruction and Fine Arts, follow, with a list of his works. An unusual feature is a list of funeral announcements contained in the Biblioteca Nacional. Finally, there are book reviews, "Necrología" and "Polibiblión," the last mentioned consisting of items concerning libraries throughout the world. If the *Revista* is able to maintain the high standard set in its first issue, the library world is to be congratulated on this addition to its professional literature.

FREDERICK C. HICKS.

Library Economy and History

PERIODICALS

Iowa Library Quarterly, January-March, contains a list of "Additional books for reference use," by Malcolm G. Wyer. This list is supplementary to the list of general reference works and handbooks suited to the small library and published in the April-June, 1908, number of this *Quarterly*. This supplementary contribution covers books on special subjects, suited to the needs of small libraries, inexpensive books having been selected in preference to more expensive ones, since the latter are included in Miss Kroeger's "Guide to the study and use of reference books." Index for volume 5 (1905-1908) of the *Quarterly* appears with this number.

Library, April, contains "The arrangement of bibliographies," by A. W. Pollard, which should be of value to all interested in bibliography and in classification; and also the fifth and final contribution of a continued article by John Ballinger, "A municipal library and its public."

Library Assistant, May, contains "Edition binding," by G. A. Stephen, a practical article giving the process of bookbinding, and "The junior work of classification," by Violet A. Aitken, in which the assistant's need of a general knowledge of classification is presented.

Library World, May, contains "Guides to book selection," by James D. Stewart and Olive E. Clarke; an additional installment of "The preservation of books in libraries," by Robert D. Macleod; and a further contribution to "Fifteenth century books," by R. A. Peddie.

Public Libraries, May, contains "How to raise the standard of book selection," by A. E. Bestwick; "Common sense in library matters," by Louis N. Wilson; "The national library of Chile," by Mary M. Snushall, and "Medical literature in public libraries," by Carl E. Black.

Zentralblatt für Bibliothekswesen, April, contains an article on the early history of the Spanish press, by K. Haebler, a supplement to his previous work, "Bibliografia Iberia." "Der Umzug der königlichen bibliothek," by P. Schwenke, also appears in this number.

AMERICAN LIBRARIES

Avoca, Iowa. A library association has been organized in order to provide more adequately for the subscription library which has been in existence for some time.

Boston (Mass.) General Theological L. Clergymen throughout New England can now borrow books of the General Theological Library without paying the cost of transporta-

tion between Boston and their home cities and towns.

Brown University. John Hay Memorial L. The widow of the late John Hay will equip the map room of the new John Hay Memorial Library at Brown University during the coming year.

Buffalo (N. Y.) Historical Society L. Contains 20,000 volumes and many pamphlets and manuscripts. The library is chiefly devoted to the historical literature of the Niagara region, though it is rich in other departments of history, as the Civil War, the War of 1812, biography and genealogy. It has also a collection of New England histories.

California. Library legislation. In the April LIBRARY JOURNAL it was incorrectly stated that the bill providing for the establishment of a library school in California which failed to pass the legislature arranged for an appropriation of \$100 a month. The appropriation carried by the proposed bill was in reality \$700. The "county library act" which passed the legislature and provides for the establishment of county libraries as described in the April L. J., was somewhat amended in its final passage, so that the maximum salary of the county librarian was made \$2400 a year instead of being placed on a parity with that of the county superintendent of schools. The provisions for establishing a county library system were so changed as to require a majority vote at the annual election of school trustees in place of a petition signed by one-fourth of the qualified voters.

Council Bluffs (Ia.) F. P. L. (26th rpt.—year 1907.) Added, 1372; total 28,260. Issued, home use 75,772. New cards issued 2066; cards in use 5428.

The work of recataloging the library was completed during the year. The library's clippings have been arranged, placed in envelopes and put on shelves in alphabetical order, so that they are now easily accessible for reference. The reference work continues to be one of the important departments of the library. Books are sent to schools in outlying districts. The circulation from this source amounted to 2275 for the year. The death of Dr. Donald Macrae, at one time president of the board of trustees, is noted.

El Paso (Tex.) P. L. (Rpt.—1908.) Total no. of v. 7431, of which 2051 are gov. docs., 980 juv., and 376 in ref. dept. Issued, home use 54,881. No. of borrowers 3612 adults, 933 children.

The building is in excellent repair, and the park which surrounds it is the garden spot of the city.

Harvard (Ill.) F. P. L. The library was dedicated May 8. It is the gift of the late Delos F. Diggings, of Cadillac, Mich., who left a bequest of \$40,000 for its erection and maintenance.

Harvard University L. (11th rpt.—year 1907-08.) The addition to the building begun in the autumn of 1906 and described in the report for last year has now been occupied. The map room and "treasure room," the last being used for the rare and valuable books, were not furnished until March. In the treasure room are sliding cases, designed to store compactly and safely a large number of volumes. Bowdoin College is cited as being the first library in which this kind of bookcases was used.

The Treasure room is open to visitors during the day, but a card of admission must be applied for at the delivery desk. The several new rooms of the library involved changes in the old quarters, resulting in the re-arrangement and re-decoration of the reading room: devoted to American history and known as the smaller reading room. On the third floor of the east stack the space that used to be devoted to map cases has been filled by readers' tables. On the second floor of the east stack, work rooms have been renovated and other improvements made. Extensive improvements have been made in the lighting arrangements both of the large and small reading rooms. Mr. Lane reports 51,358 as the total number of volumes in the special reference libraries. The recorded use of books in Gore Hall Library is given as 84,623; the over-night use of reference books in Gore Hall was 517 and in Harvard Hall was 15,064.

In the report of the shelf department it is stated that 15,602 volumes were permanently located in the stack during the year. The reclassification of French history was completed. Reclassification of the books on Canada was also undertaken, and plans made for reclassification of books on several subjects. Much readjustment in shelving was involved by the opening of the new addition of the library. The Cataloging department reports 41,533 cards added to the catalog and 23,984 titles cataloged.

A select list of recent accessions to the Harvard College Library follows the report.

Humboldt (Iowa) P. L. The new Carnegie building was dedicated Feb. 9. The building is of local stone, having cost \$10,000.

Indiana State L. (27th biennial rpt.—period ending Sept. 30, 1908.) Added 5181; total, 48,277. Issued, home use 3623. No. of borrowers 2233; no. readers 7816. New registration 278. Receipts \$19,223.20; expenses \$17,374.80.

The need of a new building is emphasized in this report, the hampering conditions of the present state library accommodations in the Capitol being such that the library's material cannot be arranged to the best advantage, and that there is no opportunity for growth. The building should be adequate to provide for both library and museum.

The library has now 500 volumes in em-

bossed type. The library's index of the newspapers covers only the Indianapolis papers, and that, too, since 1898. It is expected to enlarge this index to include other than Indianapolis papers. About half of the local newspapers in Indiana on file in the library have been cataloged. Much analytical work has been done in state reports. The position of the card catalog has been changed so that it can now be used by the readers. It occupies a cabinet of 228 trays, making it about a third larger than it was two years ago. The library is a depository for the Library of Congress printed cards.

In the legislative reference department the shelf-list includes 1814 items; of these 300 are bound volumes. This department was provided for by the 1907 session of the Indiana legislature. In the summer of 1907 the Department of Indiana Archives and History began active work, its efforts being devoted to the examination of materials in certain state departments and field work over the state, especially in connection with local historical fields.

The State Library Bulletin has been published at various intervals in the last two or three years. The plan now is to publish six numbers a year and to print eight pages instead of four.

The library receives from nearly all the states their official reports in exchange for Indiana documents. The state library has done service as a clearing house for magazines, taking them from libraries where they were not needed and placing them where they would be of use.

Louisville (Ky.) F. P. L. Work on the construction of the Shelby Park Branch of the library was recently begun. The material is brick and stone veneer, the roof to be of tile and the building practically fireproof. The value of the building is stated as \$25,000.

—The fourth report of the library, for the year ending Aug. 31, 1908, has been issued. The librarian's digest of this report was summarized in the January LIBRARY JOURNAL, p. 33.

Minnesota. Libraries. Olsen, J. W. Library work among the children of Minnesota. (*In Harper's Weekly*, May 15, p. 24-25.)

New Orleans (La.) P. L. (Rpt.—year 1908.) Added 8955; total 91,795. Issued, home use 245,559. No. of readers 68,330. Receipts \$44,182.76; expenses \$41,219.14 (books \$6668.30+\$75.70; periodicals \$718.12; binding \$1381.42; printing and stationery \$1002.91).

The striking event of the year was the opening of the new central Carnegie building on Oct. 31. The total cost of the building was \$228,739.56. It is 162 feet long and 115 feet wide and the top of the dome 78 feet above the sidewalk. The building is of Bed-

ford stone and of Renaissance architecture. It is of fire-proof construction of steel and concrete throughout, and comprises a main story and a 16-foot basement. A careful description of interior arrangement and of furniture is given in the report. The year was also notable for the opening of the third of the library's branches—the Napoleon branch. It was opened Feb. 1, the other two branches of the library having been opened during the latter part of 1907. The Royal Branch (the first to be opened) contains 5143 books; the Algiers branch contains 4208 books, and the Napoleon branch 4083 books.

The reference department of the central library has grown slowly in its two years of existence. In the periodical department there were 68,330 readers. The library subscribes to 193 magazines and 26 newspapers. There is a considerable collection of local and state documents as well as U. S. government documents in the library, which is one of the depository libraries.

The children's department was organized upon entering into the new building. It now contains 4340 volumes. There was a considerable number of volumes cataloged, bound and repaired during the year. Changes in the staff and new appointments necessitated by the openings of the branches complicated conditions of work, hampering in some measure the service of the library.

Norfolk (Va.) P. L. (15th rpt.—year 1908.) Added 1327 (gifts 175); total 17,227. Issued, home use 88,756. Registration 9790 (adult 8652, juv. 1138). Receipts \$7627.54; expenses \$6713.86 (salaries \$3080, binding \$208.60, printing \$101.50, heating \$166.75, periodicals \$182.75).

The library shows growth in all departments. Special emphasis is given to the collection of bound newspapers which extends from 1802 down to the present time with only a few gaps. A part of this collection belongs to this library, the rest having been therein deposited for safe keeping and for public use. The children's department shows an increase of 191 in registration, and there were 12,905 books issued for home use.

Oberlin (O.) College L. (Rpt.—year ending Aug. 31, 1908.) Added 19,882 (5686 unbound); total 205,128 (estimated, including coins, photographs and newspapers, but exclusive of magazines, unarranged manuscripts and duplicates). For home use 30,468 v. were drawn by 1536 persons. The library was open 305 days, with a total of 147,182 readers. Receipts, income \$8964.13 (special account: gifts for capital account \$12,269.09); expenses \$10,226.56 (salaries \$2634; binding \$973.20; printing, postage, etc., \$99.64).

Work on the new building was sufficiently advanced to admit of its dedication at commencement. The moving of the books into the new quarters was then begun. The

total expense for moving was about \$250. A force of 10 college students easily moved and cleaned 10,000 books per day.

The list of periodicals indexed in the Poole and other American indexes to general periodicals which has been compiled in the Reference Department of the library will when completed be sent to all Ohio libraries.

Ohio. Legislation. The bill of certification of librarians printed in the December (1908) number of the L. J. has been held over to the next session of the legislature.

Omaha (Neb.) P. L. (32d rpt., 1908.) Added 5348; total 81,675. Issued, home use 256,462 (28,048 increase over 1907). Visitors to reference and reading rooms 69,459; no. of borrowers 13,573. Expenses \$25,236.88.

Books have been added in the Danish, Swedish, German, French, Yiddish and Spanish languages. A collection of art slides has been presented to the library. The library subscribes for 150 periodicals and newspapers which are on file in the reading room.

Philadelphia City Institute L. (57th rpt.—year ending March 27, 1909.) Added 13,056 (162 gifts); total 29,697. Issued, home use 52,959. No. of visitors 103,772. Receipts, \$9630.99 (with balance from previous year of \$1074.74; total receipts \$10,705.73). Expenses for rent, taxes, gas, coal, binding and repairs and salaries \$5585.58).

A legacy of \$1000 was left to the library by Mrs. Elkin.

Rock Rapids (Iowa). The new library building was dedicated Jan. 7.

Gifts and Bequests

Dubuque, Iowa. Carnegie-Stout P. L. The library has received a bequest of \$1000 from Senator Allison and his entire private library.

Hopkinton, Iowa. Lenox College L. The library has received a gift of over 1000 books from James C. Young, of Minneapolis, a grandson of one of the founders of the college.

St. Louis (Mo.) P. L. By the will of the late Charles P. Gregory, a bequest of \$10,000 is left to the library; but the use of any portion of it is dependent upon the death of Mr. Gregory's sister. Mr. Gregory was for a long time a benefactor to the library, having made many gifts of books, principally in the French language.

University of Virginia. A gift of \$10,000 to the law library of the university has been received from W. W. Fuller, of New York City.

Westboro (Mass.) P. L. A bequest of \$500 has been left to the library by the will of John M. Gould, of Newton, Mass.

Yale University. Department of Fine Arts
 I. A gift of \$2000 was received from J. I. Downes for an endowment of the library.

Librarians

BRINKMANN, Edith, has resigned the position of librarian-in-charge of the H. Josephine Widener Branch of the Free Library of Philadelphia to become advertising manager for the Bailey, Banks & Biddle Co., of that city. Miss Brinkmann's work of compilation of the Checklist of Incunabula owned in America, which is being carried on by the Free Library of Philadelphia for the Bibliographical Society of America, will be continued by Miss Margaret W. Righter.

DEFFENBAUGH, Mrs. Estelle, librarian of Spokane, Wash., has resigned her position to take effect Sept. 1. She has inherited, with her children, \$100,000 through the death of a relative.

GRACIE, Miss Helen B., New York State Library School, 1898-99, went to the Seattle Public Library as head of the Order department, June 1.

HYDE, Miss Mary E., New York State Library School, 1902-3, goes to the San Francisco Public Library as head of the Catalog department, July 1.

KELLER, Helen Rex, of the Drexel Institute Library School staff, has been appointed as 2d assistant in the Columbia University Cataloging Department at Columbia University Library. Her duties will begin on Sept. 1.

OAKLEY, Minnie M., for many years connected with the Wisconsin State Historical Society Library, has been appointed head of the cataloging department of the Public Library of Seattle, Wash.

ROBERTS, Miss Ethel D., B.L.S., New York State Library School, 1908, went to Wellesley College as acting assistant librarian on May 15. Since last October Miss Roberts has been on the staff of the New York State Library.

VITZ, Carl P. P., was on May 18 appointed assistant to the director of the New York State Library, his appointment taking effect June 1.

Mr. Vitz was graduated from Adelbert College in 1904, and received his library school training at Western Reserve University and the New York State Library schools.

His library experience has been gained in Cleveland, O., where he spent nearly nine years in the Public and Western Reserve University libraries and at the Public Library of the District of Columbia, Washington, from which he goes to the New York State Library after two years of very successful service as assistant librarian.

Cataloging and Classification

COLE, G. W., *comp.* A catalogue of books consisting of English literature and miscellanea, including many original editions of Shakespeare, forming a part of the library of E. Dwight Church. N. Y., Dodd, Mead & Co., 1909.] 2 v., 9+550; 5+551-1154 p. pls. facsim., 4°, subs., \$75. (150 copies.)

First part of the catalogue containing Americana was published in 1907. See *American Catalog*, 1905-'07, v. 2, 1907.

GRAND RAPIDS (MICH.) PUBLIC LIBRARY. Annual bulletin, no. 3: Books added to the main (Ryerson) library, from December, 1907, to December, 1908. 77 p. O. Grand Rapids, Mich., 1909. Price, 5 c.

NEW YORK STATE EDUCATION DEPARTMENT. New York State Library. Tentative selection from best books of 1908. 57 p. O.

This list contains 1208 titles selected from 9254 published during the year. The purpose of the list is to obtain opinions from librarians as to the best 50 books of 1908 for a village library.

REESE, Rena, *comp.* List of books and pamphlets in a special collection in the library of the Workingmen's Institute. New Harmony, Ind., March, 1909. 21 p. O.

This list includes considerable material relating to the early history of New Harmony and to Robert Owen and his disciples.

ST. PAUL (MINN.) PUBLIC LIBRARY. Class list no. 4: Philology and natural science, 1909. St. Paul, Minn., Review Publishing Co., 1909. p. 273-448. Price, 10 c.

SUPERINTENDENT OF DOCUMENTS. Advance sheets of third edition of Checklist of United States public documents: Class I: (Interior department), 19, Geological survey; 20, Indian affairs office; 21, Land office, General; Library; 23, Patent office; 24, Pension Bureau; 25, Railroads commissioner; 26, Entomological commission; 27, Reclamation service. Class La: Labor Department, Class 53d Congress: Tables of documents and reports.

— Monthly catalogue United States public documents, no. 171, March, 1909. Wash., Gov't Printing Office, 1909. 528+40 p. O.

U. S. CONGRESS. Senate. Library. Catalogue of the Library of the United States Senate. Wash., Gov't Print. Office, 1908. 600 p. plan, D.

Bibliography

COMMERCE AND LABOR. U. S. Commerce and Labor Department. List of publications of the Department of Commerce and Labor available for distribution. Ed. 3, March 1, 1909. Wash., Commerce and Labor Dept., 1909. 58 p.

CRAWFORD, Francis Marion. Reading list, no. 53. (*In The Reader's Index of Croydon Public Libraries*, p. 63-65.)

— [Special reading list.] (*In Salem (Mass.) Public Library Bulletin*, May, p. 91.)

EDUCATION. Newcastle-upon-Tyne (Eng.) Public Libraries. Catalogue of books and pamphlets on education in the central library (reference and lending) and in the Stephenson and Victoria branches. Newcastle-upon-Tyne, Doig, 1909. 136 p. O.

This catalog contains author and subject list. The author list is in alphabetical arrangement, with class numbers indicated for each title. The subject list is in classified arrangement, the class numbers for each title repeated. The book numbers are also indicated throughout the catalog, together with the branch library in which the book belongs.

FAIRFIELD (CONN.) Child, Frank S. Fairfield, ancient and modern: a brief account, historic and descriptive, of a famous Connecticut town; prepared in commemoration of the 270th anniversary of the town's settlement. [Fairfield, Ct.,] Fairfield Historical Society, 1909. c. 75 p. pls. O. pap., 50 c. Bibliography (3 p.).

FITZGERALD, Edward. [Reading list, no. 54.] (*In The Reader's Index of Croydon Public Libraries*. May-June, p. 65-66.)

FORESTRY. U. S. Forest Service. Classified list of publications available for distribution, Jan. 15, 1909. Wash., Forest Service Bureau, 1909. 4 p.

GHOST STORIES. Hawkins, Jean, comp. Ghost stories and tales of the supernatural. (Bulletin of Bibliography Pamphlets, no. 20.) Bost., Boston Book Co., 1909. Price, 20 c.

This list was, as stated in the preface, begun in a public library to supply the constant demand for ghost stories. It was planned first to exclude such stories as gave explanations of their mysteries, but some of these were afterward included under "Humorous." The list has been enlarged to include stories of hypnotism, spiritualism, and other occult subjects, but excludes folk-lore, legends, fairy stories, etc. No attempt has been made to indicate the best editions or to give every collection in which the titles are to be found.

JEWES AND JUDAISM. Schomer, Abraham S. The primary cause of antisemitism: an answer to the Jewish question. [N. Y., Abraham S. Schomer, 5 Beekman St.,] 1909. c. 13+162 p. D. cl., \$1. Bibliography (4 p.).

NORTH AMERICA. GEOLOGY. Weeks, F. B., and Nickles, J. M. Bibliography of North American geology for 1906 and 1907; with subject index. Wash., D. C., [U. S., Office of the Superintendent of Documents,] 1909. 317 p. O. pap. (Add. Superintendent for price.)

RAILROADS. Library of Congress. Select list of references on the valuation and capitalization of railroads; comp. under the direction of H. H. B. Meyer. Wash., Gov't Print. Office, 1909. 28 p. O. 10 c.

ROME. MIDDLE AGES. Calvi (Em). Bibliografia di Roma nel medio evo (476-1499). Supplemento I, con appendice sulle catacombe e sulle chiese di Roma. Roma, E. Loescher, 1908. In-8, xxxiv-162 p. 15 fr.

SCIENCE. Nijhoff, Martinus. Livres anciens et modernes: sciences naturelles. La Haye, Nijhoff, 1909. 33 p. O.

Notes and Queries

EXPANSIVE CLASSIFICATION CONTINUED.

To the Editor of the *Library Journal*:

I am starting again to print parts of the Expansive Classification. The delay, which I deeply regret, has been due to a difference of opinion as to the extensiveness with which the scientific section of the classification should be printed. This has been cleared up, and I feel that I can promise that the following will be printed and distributed this summer.

Botany, Zoology, Mathematics, Physics, Geology, Meteorology. All of these are either printed, in press, or in completed mss. Chemistry and the remainder of the Technology are soon to be completed, leaving only Anthropology and Ethnology and a few pages to be added.

The general index is in mss., except for the sciences. It now has 80,000 entries.

W. P. CUTTER.

MAY 15, 1909.

LIBRARY REPORT OF CITY CLUB OF CHICAGO.

Editor, *Library Journal*:

I would like to make, through the *LIBRARY JOURNAL*, a correction in Table 1. of the Report on the Chicago Public Library service, published by the City Club of Chicago. In the column giving the number of janitors, engineers, etc., Newark is said to have 23; this is an error, it should be 14.

AKSEL G. S. JOSEPHSON.

Stereoscopic Visual Instruction and Reference

THE use of Stereoscopic Visual Instruction and Reference in connection with the studies of Literature, History, Art, Archaeology, Geology, Geography, Physiography and the Sciences has come to be looked upon by prominent Librarians and Educators as of demonstrated and vital importance.

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